

# CHILDHOOD EDUCATION

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# Health Record *for Women*

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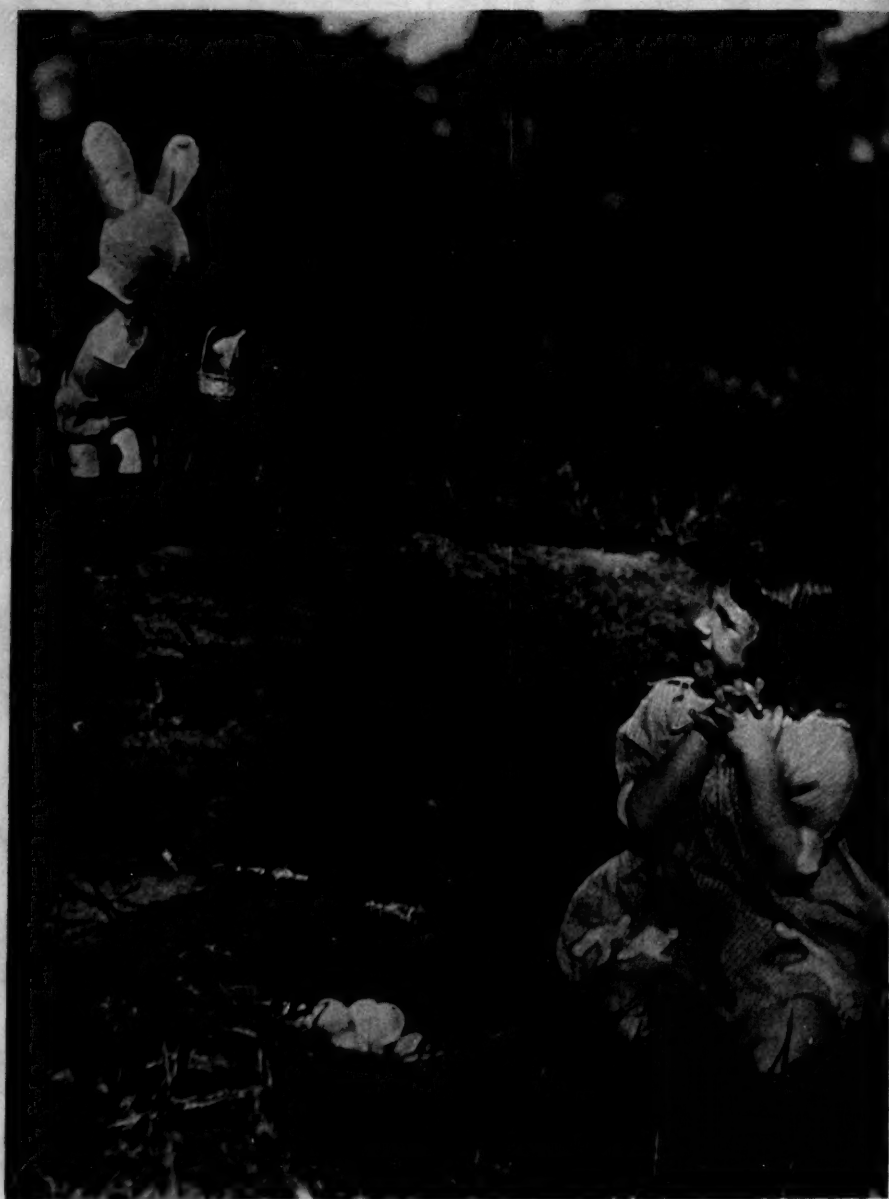
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"THE YEAR'S AT THE SPRING!"



# Cooperative Organizations

An Introduction by the President of the International Kindergarten Union

**I**N TAKING for its theme for the March number, "Cooperative Organizations," CHILDHOOD EDUCATION has again demonstrated its purpose to present to its readers ideals and practices pertinent to the welfare of young children.

There is no question but that organization and affiliation, intensive interests, plus cooperative alliances—national or international—are key-activities of the modern world as the means and method whereby ideas and ideals considered of worth, may be promulgated.

Americans, par excellence, are the greatest devotees of the efficacy of organized activities. The American mind, accustomed as it is to think in terms of distance, from Florida to Alaska, from the sunny orange groves of California to the frosted pine trees of Maine or Minnesota, naturally utilizes organization to bind together in spirit, people of like minds and interests, no matter what the geographical distribution. Moreover, if the list of associations from plumbers to pedagogues, from the "how to sell goods" to the "how to sell education" types, is any criterion, the public believes firmly that individual or local interest is not sufficient, that the national unit is needed to advertise its wares, to emphasize purposes, and to educate thought which without this wider reach would remain limited in its effectiveness and largely local in its influence.

Out-reaching activities, increasing prestige, swelling membership lists, and other factors too numerous to mention, measure this dependence upon and belief in organization, in no uncertain terms. For no national or international association, at least none descriptive of professional groups which are non-commercialized, could live a day, without the tremendous force of this upholding public opinion.

As you read the various reports incorporated in this issue, note how the thought runs through them, of the necessity for wider and more efficient organization if effective and widespread service is to be rendered to the causes set forth. In the report for "Progressive Education" is an illustration in point: "They conceived of it (their association) as a cooperative effort and organization which . . . could give unity, force, and direction to what would otherwise be a haphazard and individualistic effort."

Pyramiding efforts, from a base of local and individual to state groups, and from state or sectional groups to an apex of national or international organization, is, then, the modern and most effective technique for developing a far-reaching service. Let every individual member of any club or society bear in mind that it is his personal contribution and effort, multiplied by the contributions and the cooperation of the many, which makes possible concerted activity and progress.

The International Kindergarten Union is a composite body of individual members and branches in the United States, local, state, and territorial; and members or branches in France, England, Cuba, Canada, Mexico, Porto Rico, China, Japan, and India. For nearly forty years, it has had as its intensive purpose the presentation of the ideals of kindergarten education to the public. The Union instituted, and for a number of years was permitted to support, a Department of Kindergarten Education in the Bureau of Education, Washington, D. C. Indicative of newer thought, the outgrowth of that effort is the present Department of Nursery-Kindergarten-Primary Education in the Bureau.

In keeping with all active and growing organizations which are meeting the challenge of this modern and more scientific era, the International Kindergarten Union is endeavoring to interpret more extensively its service to teachers and parents, and is steadily increasing its valuable contributions to the cause of childhood education in general. To cope with these rapidly extending activities, the association now supports its own headquarters in the N. E. A. building at Washington, D. C.

A number of monographs and bulletins have been published which are outcomes of the work of active committees and deal with practical problems and methods embracing phases of the whole field of early education.

Annual convention programs, climaxing the work of each year, seek to bring together for mutual conference and inspiration, classroom workers and educational leaders representing the interests of all types of child-guidance, scientific and interpretative.

Close affiliation with its sister organization, the National Council of Primary Education, has been stressed through the cooperation of officers and through committee activities. A most significant forward step in unification has been taken this year through the participation of the three Councils, representing nursery school, kindergarten, and primary education in the Department of Superintendence, in a unified program under one organization called the "National Council of Childhood Education."

For the past five years the International Kindergarten Union has published an official organ, *CHILDHOOD EDUCATION*, which has already a high ranking amongst professional magazines, has steadily increased in popularity, and has grown in the richness of its service in meeting the needs and in stimulating the growth of teachers of young children. On its cover page is the slogan: "For the Advancement of Nursery-Kindergarten-Primary Education," a keynote admirably timed to the modern ideals of service through unification and articulation.

Even a brief sketch, such as this, of the activities of the International Kindergarten Union, attests to the sincerity and the practicality of the efforts which it makes through its widely extended membership, to do its share as an organization in unifying and coördinating the forces which are at work for the betterment of childhood. On the back of the tickets issued to members, is a caption which constitutes an interpretation of present-day objectives of the organization and indicates as well to each individual the significance of membership:

*"Opportunity to participate in an organized effort to further the growth and development of education in the nursery-kindergarten-primary field."*

CAROLINE W. BARBOUR.

# American Association of University Women

LOIS HAYDEN MEEK, Educational Secretary

THAT college and university women shall be more intelligent concerning the needs of young children in the home as well as in the school and have a better understanding of the methods used for their education is the objective of one phase of the educational program of the American Association of University Women<sup>1</sup> which was adopted in 1923. Since that time the Association, through its educational office, has undertaken a wide variety of activities in order to improve its members for the more scientific guidance of child development.

One of the significant phases of this program in adult education is the study group work of the Association centered in its many branches throughout the United States. During the past year there were 432 groups meeting about once a week regularly for discussion and an intensive study of child development.

The work of these groups is directed by study syllabi, bulletins, pamphlet literature, and loan books distributed from Headquarters in Washington, D. C., all of this material having been developed by the educational office to meet the specific needs of its study groups. In addition, one-fourth of each issue of the quarterly *Journal* of the Association is devoted to a discussion of

preschool, elementary, and adolescent education.

As members of these study groups, college women are trained to make objective observations and careful records of the behavior of their children. Moreover, some of these women have aided in research studies, such as a study of the sleep of young children, of feeding problems, and of learning, as well as a study of the methods being used in parental education today.

Each year many interesting projects have grown out of this study group work, notably among which have been the sponsoring by branches of the Association of play groups, day nurseries, nursery schools, child clinics, and toy exhibits; the cooperation and participation in community programs; and the establishment of book shelves for parents in local libraries.

Besides the guidance of study groups, the Association has assembled information for its groups on all phases of early childhood education, and cooperated with other organizations engaged in related work, and with colleges and universities and other educational centers.

The American Association of University Women is jointly responsible with seven other groups located in Washington D. C. for the establishment of the Washington Child Research Center of

<sup>1</sup> 1634 I St., N.W., Washington, D. C.



which the Educational Secretary serves as chairman of the Executive Committee. This institution was established for the purpose of studying the various aspects of child development, especially during the preschool years, and the methods and means of educating parents.

During the past three years the

Educational Secretary of the American Association of University Women has been chairman of the committee responsible for the Twenty-Eighth Yearbook of the National Society for the Study of Education, which is devoted to preschool and parental education. This volume of 900 printed pages is now ready for distribution.

## PUBLICATIONS OF THE EDUCATIONAL OFFICE

### LEAFLETS ON THE EDUCATIONAL PROGRAM

#### *Educational Program.*

*An Interpretation of the Educational Program.* Ada L. Comstock.

*Possibilities in the Elementary School Project.* Agnes L. Rogers.

*A Preschool Project for University Women.* L. H. Meek.

*Progress of the Educational Program.* Frances Fenton Bernard, Lois Hayden Meek and H. T. Woolley.

The above leaflets describe the national educational program of the American Association of University Women in preschool, elementary, and adolescent education. They may be secured in quantity for distribution by branch, state, and sectional officers.

### BULLETINS FOR BRANCH WORK

Bulletin I. *List of Publications of the Educational Office.*

Bulletin II. *State Facilities for Traveling Library Service.*

Bulletin III. *Suggestions for Branch Educational Chairmen.*

Bulletin IV. *Annotated List of Traveling Library Books and Pamphlets.*

Bulletin V. *A Manual for Study Group Leaders.*

Bulletin VI. *List of Pamphlets Distributed by the Educational Office.*

Bulletin VII. *Yearly Programs for the Branches.*

Bulletin VIII. *Toy Exhibits.* Louise Groves.

### STUDY OUTLINES

*Guidance Materials for Study Groups: How Children Build Habits.* 35¢.

A pamphlet written for the guidance of the preschool study groups. Contains outlines, questions, page references in bibliographies and suggestions for making observations and keeping records of children's behavior. Thirteen topics are included; such as, Heredity, Environment, Learning, Habit, Food, Emotion, Fear, Anger, Affection.

*Interests of Young Children.* 15¢.

An outline with page references in bibliography for the use of preschool study groups. Includes such topics as Play, Toys, Dolls, Making Things, Blocks, and Indoor Play Rooms.

*Schools and Children.* 25¢.

An outline with bibliography and questions for the use of study groups in elementary education. Topics include Physical Development and Hygiene, Nature of Individual Differences, Mental Tests, Exceptional Children, Organization of Schools, Cost of Schools.



# The American Child Health Association

ANNE WHITNEY, Acting Director

**T**HE American Child Health Association<sup>1</sup> is a voluntary agency whose purpose is to promote the health of children. It recognizes health education of the individual as fundamental if either public or personal health is to be improved permanently. The chief efforts of the Association toward health education are aimed to develop the potentialities of the home and the school as health education agencies. The work done is based upon the conviction that if there is to be true education in health for children the program which seeks to attain this end must be an integral part of the educational plan, that the responsibility for its development and operation must rest largely upon the schools—and that the teaching of health to be successful must be in the hands of those trained to teach.

To stimulate the schools to accept this

<sup>1</sup> 370 Seventh Ave., New York City.

responsibility, to assist them to develop their programs and to aid them in solving their problems, the Association seeks to develop the best group-thinking on this subject to interpret and express this thought and to demonstrate and promote its application.

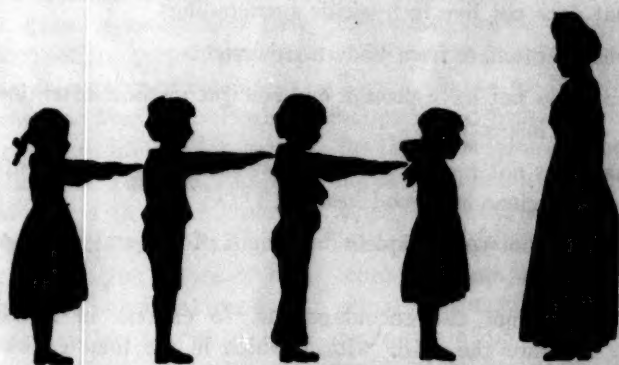
The School Health Program which the Association is encouraging is one which includes (1) protection of children from health hazards incident to compulsory school attendance (2) correction of incipient health handicaps (3) promotion of positive aspects of healthy living.

The following are some of the channels of our educational service:

The holding of national conferences for discussion of school health problems.

Close cooperation with other national groups working in the allied fields of health and education.

Service as a central exchange of information on ideas and materials for workers in the field.



**READY FOR RECREATION 1906**



## READY FOR RECREATION 1926

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The Association has been engaged during the past two years in an intensive research study of school health programs.

This research has been in the hands of experts in the fields of statistical and educational measurement and represents an initial effort to provide for health education some scientific and reliable measuring rods. The outcomes of this study will begin to appear in print this coming spring.

## THE CHILD'S BILL OF RIGHTS

*THE ideal to which we should strive is that there shall be no child in America:*

That has not been born under proper conditions

That does not live in hygienic surroundings

That ever suffers from undernourishment

That does not have prompt and efficient medical attention and inspection

That does not receive primary instruction in the elements of hygiene and good health

That has not the complete birthright of a sound mind in a sound body

That has not the encouragement to express in fullest measure the spirit within which is the final endowment of every human being.

—HERBERT HOOVER.

# The American Home Economics Association

ANNA E. RICHARDSON, Field Worker

THE nursery school is playing an interesting and important part in an ever-increasing number of home economics departments in schools and colleges, for the home economists have been quick to grasp the significance of the nursery school as a laboratory not only where little children are given a chance for all-round development but where parents and prospective parents can be given training in their care and an appreciation of the essentials of an environment best suited to their needs.

There are now about forty nursery schools in which home economics students are having an opportunity for observation and for a limited amount of participation in the care of children.

With the expansion of child care courses and the establishment of nursery schools in connection with a number of college home economics departments, has come a growing recognition that training which offers preparation for such fundamental aspects of home-making as child care and family relationships has in it great possibilities for better home education for children. Important as is the work with the children in the nursery school in its potential effect upon home life and the future of our children, even more important are these child development courses which the home economics departments of the public schools offer to girls in the all-day and part-time classes, and also to

women as a part of their adult education program. All the states in the Union and the territories of Hawaii and Porto Rico report classes in child care in one or more grades from the 6th to 12th. Twenty-six states report classes with adults, and 15 colleges, extension classes in parental education.

We are committed in this country to the educational policy that every child shall be given a chance to develop to the *best* his potential capacities. We now know that this cannot be done by the school alone. It must be a joint project of home and school. As the home is the first agency to influence the child and the one chiefly responsible for him during his early years, we will never give our children the best start until the homes in which they are born and reared have a better understanding of the young child's needs and what the home and school can do to meet them.

To give to the great mass of our children a chance to be better born and better reared means education through the agencies which reach into their homes. Consequently, we must rely largely upon the public schools and educational extension agencies to give potential mothers and fathers, as well as actual parents, the training which will make them physically, socially, and mentally fit for parenthood and prepared intelligently to discharge its responsibilities.



Home economics is not working alone and unaided in this program for parental and pre-parental education, for many other departments in schools and colleges are assisting and specialists in many fields are making valuable contributions. Nursery schools and kindergartens are building well in developing the material which the homes send them. Too frequently, however, this means re-education which, even for the young child, is

costly and frequently ineffective. Therefore, no education is as important as that which the child gets from interested, well-trained parents. This the American Home Economics Association<sup>1</sup> is striving to promote and, insofar as it is successful, it is making a very genuine and important contribution to the education of the young child.

<sup>1</sup> Mills Building, Washington, D. C.

### NATIONAL COUNCIL OF CHILDHOOD EDUCATION

Cleveland, Ohio. February 24-28

#### PARTICIPATING GROUPS

NATIONAL COMMITTEE ON NURSERY SCHOOLS, *Chairman*, Lois Hayden Meek, Washington, D. C.: NATIONAL COUNCIL OF KINDERGARTEN SUPERVISORS AND TRAINING TEACHERS, *Chairman*, Caroline W. Barbour, Superior, Wis.: NATIONAL COUNCIL OF PRIMARY EDUCATION, *Chairman*, Julia Letheld Hahn, San Francisco, Calif.

#### FIRST SESSION JOINT MEETING WITH GROUP I OF THE DEPARTMENT OF SUPERINTENDENCE

*Presiding*, Julia Letheld Hahn, Director of Kindergarten and Primary Grades, San Francisco, Calif.

#### THE ARTICULATION OF SCHOOL LIFE RELATION OF CREATIVE EDUCATION TO THE SCIENCE OF EDUCATION

THE RELATIONSHIP IN FOREIGN SCHOOLS. *George S. Counts*, International Institute of Teachers College, Columbia University, New York City.

THE ACTUAL AND POTENTIAL RELATIONSHIP IN AMERICAN EDUCATION. *Frank N. Freeman*, Professor of Educational Psychology, University of Chicago, Chicago, Ill.

#### THE CHALLENGE OF CREATIVE EDUCATION TO THE SCIENCE OF EDUCATION

*Bessie Lee Gambrill*, Professor of Education, Yale University, New Haven, Conn.

#### SECOND SESSION—BUSINESS MEETING

Annual business meeting of the National Council of Primary Education. All members are urged to be present.

#### THIRD SESSION—LUNCHEON MEETING

*Presiding*, Caroline W. Barbour, State Teachers College, Superior, Wis.

#### ARTICULATION OF EDUCATIONAL PRACTISES IN CHILDHOOD EDUCATION

THE NURSERY SCHOOL—THE BEGINNING—COORDINATION OF HOME AND SCHOOL. *Christine Heinig*, Director of the Nursery School of the Washington Child Research Center, Washington, D. C.

THE KINDERGARTEN PRIMARY UNIT—COORDINATION THROUGH A UNIFIED CURRICULUM. *Mabel E. Simpson*, Director of Elementary Education, Rochester, N. Y.

THE ELEMENTARY SCHOOL UNIT—THE COORDINATION OF THEORY AND PRACTISE THROUGH THE ELEMENTARY SCHOOL. *James S. Tippet*, Assistant Professor, Elementary Education, University of Pittsburgh, Pittsburgh, Pa.



# Bureau of Education

MARY DABNEY DAVIS, Specialist

Nursery-Kindergarten Primary Education

THE section of nursery-kindergarten-primary education, City Schools Division, U. S. Bureau of Education,<sup>1</sup> is at the service of everyone in the country who is interested in the education of young children, or who is faced with some specific problem in this field of work. Inquiries received help to guide the programs of research. Invitations from State and city school systems to address meetings, conduct surveys, or give other service in the field, provide excellent first-hand contacts with school activities. These opportunities continually add to the information which is necessary in replying to inquiries from teachers, supervisors, superintendents of schools, mothers, editors of magazines, architects, and the many other people working in allied fields both in the United States and in foreign countries.

The following excerpts from letters recently addressed to the Bureau give a general notion of the information requested:

"What use are the departments of kindergarten-primary education of State teachers' associations making of their State educational journal? Is a page regularly devoted to this work each month?" What material can you send us to present the value of kindergarten education to a large group of citizens

who want to add kindergartens to the public school system?" "Can you give me help in knowing how to educate my two year old daughter?" "Will you please tell me where I can obtain information for teaching geography, civics and social science in the first grade?" "Kindly inform us regarding the equipment and supplies of the kindergarten and primary grades?" "I want to work out a course in nature study for my school which includes grades from kindergarten to sixth inclusive. Will you kindly inform me where I can procure help in the way of outlines and suggestions for such a course?" "I wonder if you can give me assistance as to State laws for certification of kindergarten-primary teachers?"

Other requests are for lists of books for children, teachers, and parents, programs for child study groups, reports of researches, home curricula in places where schools for young children are inaccessible, lists of nursery schools and descriptions of their daily programs, lists of training schools and universities preparing teachers of young children, and descriptions of records and reports in use in kindergarten and primary grades. Many detailed requests come from foreign countries which want to keep in touch with the programs of education carried on in American cities. Information is collected and distributed and service is rendered on request.

<sup>1</sup> Department of the Interior, Washington, D. C.

A year ago the Bureau of Education cooperated with seven other local organizations in opening the Washington Child Research Center. A group of children, approximately 3 years of age, are enrolled in a nursery school and another group of children of different ages who are in need of special study, are enrolled in a consultation group. The Center gives each of the cooperating agencies laboratory facilities for study and research. The Bureau of Education had charge of the reconstruction of a residence to house the Center and of equipping it. This included, of course, equipment for the nursery school program,—equipment for indoor and outdoor play, and for sleeping and eating.

Publications and mimeographed circulars of the Bureau of Education are available which describe current practices in nursery schools, kindergarten-primary

grades, and institutions preparing teachers of young children.

Colored stereopticon slides showing activities of children in the nursery schools, kindergartens and primary grades of schools throughout the United States may be borrowed from the Bureau. To use them it is necessary to file an application blank, which will be mailed upon request.

News of the interesting work each teacher, supervisor, or instructor in a teacher-training institution is doing, is welcomed at the Bureau of Education. Such news can be passed on to others both in the United States and in foreign countries who are interested in the same kind of work or who are facing problems which others have solved. Such cooperation results in good for the children whose education is our great concern.

#### SOME AVAILABLE PUBLICATIONS.

- NURSERY, KINDERGARTEN, PRIMARY EDUCATION, 1924-26. (Bulletin, 1927, No. 28.) 10¢.
- A PRIMER OF INFORMATION ABOUT KINDERGARTEN EDUCATION. (City school leaflet, No. 30.) 5¢.
- SOME PUBLICATIONS IN THE FIELD OF KINDERGARTEN-PRIMARY EDUCATION. (City school leaflet, No. 28.) 5¢.
- EDUCATION OF YOUNG CHILDREN THROUGH CELEBRATING THEIR SUCCESSES. (City school leaflet, No. 26.) 5¢.
- PUPILS' READINESS FOR READING INSTRUCTION UPON ENTRANCE TO FIRST GRADE. (City school leaflet, No. 23.) 5¢.
- KINDERGARTEN LEGISLATION. (Bulletin, 1925, No. 7.) 5¢.
- THE KINDERGARTEN IN CERTAIN CITY SCHOOL SURVEYS. (Bulletin, 1926, No. 13.) 10¢.

#### MATERIAL IN MIMEOGRAPHED FORM

- GROWTH OF KINDERGARTEN EDUCATION IN PUBLIC SCHOOL SYSTEMS OF CITIES HAVING MORE THAN 2,500 POPULATION. (City school circular, No. 3, March, 1928.)
- PAMPHLETS ON EARLY CHILDHOOD EDUCATION. Issued by schools and professional organizations. (City school circular, No. 6, May, 1928.)
- CHILD STUDY MATERIAL FOR PARENTS. (A classified list of publications.) April, 1928.
- GENERAL SUPERVISORS OF KINDERGARTEN, PRIMARY, AND ELEMENTARY GRADES IN CITIES OF 5,000 POPULATION AND MORE. (A directory.) November, 1927.
- THE NURSERY SCHOOL. (A classified list of publications.) June, 1928.

# Bureau of Home Economics

RUTH VAN DEMAN, Associate Specialist

**L**IKE the old saying that all roads lead to Rome, so does all home economics research lead directly or indirectly to the welfare of young children. The aim underlying home economics work is better living, and whatever tends to improve living conditions is bound to be of benefit to all members of the family, using that work in the national as well as the individual sense.

As a member of the advisory committee of the Washington Child Research

Center and as a unit of the United States Department of Agriculture, the Bureau of Home Economics<sup>1</sup> has many contact points with childhood education. One of special value has been the planning and preparation of the noon meal for the children at the Child Research Center in cooperation with the staff. This gives a chance to get the children's reactions to individual foods and combinations known to have high nutritive value,

<sup>1</sup> Department of Agriculture, Washington, D. C.



THE NOON MEAL FOR THE CHILDREN AT THE CHILD RESEARCH CENTER, WASHINGTON, D. C., IS PLANNED AND PREPARED BY THE BUREAU OF HOME ECONOMICS AND THE STAFF OF THE CENTER





HIGH SCHOOL GIRLS GET TRAINING IN CHILD CARE AT HIGHLAND PARK HIGH SCHOOL, HIGHLAND PARK, MICH.



and furnishes first-hand information on children's diets for use in publications.

In the bureau laboratories facts are being gathered on foods themselves from other standpoints,—their vitamin and chemical content, their cooking and eating qualities, and methods of preservation. Two cod-liver oil products, for example, have been tested with laboratory animals and neither found as satisfactory a source of vitamins as straight cod-liver oil. Honey has proved to be negligible in vitamins, whereas the outer layers of the rice grain, commonly discarded as rice polish, are found to be an excellent source of vitamin B. All this as well as the data collected on the chemical composition of foods throws light on what to include in diets to promote growth and insure well-being. Recipes and menus broadcast by radio and printed in bulletins and newspapers are the result of the food preparation experiments reduced to the simplest and most practical terms.

American food habits are another angle of the foods and nutrition studies. Records have been collected from several thousand families and institutions to find what American people are eating at the present time, what their food costs, what is its nutritional value, and whether their diets are adequate compared with accepted standards. In this work on food economics, methods have been developed that clear the ground for other workers. All the important dietary scales and standards for measuring nutritive needs of children and adults

have been reviewed and a new double scale proposed. This new scale based on the latest findings in child nutrition makes allowance for protein and minerals needed particularly during the growth period.

Several clothing projects are also being carried on cooperatively with the Child Research Center. Designs of boys' suits are being studied with a view to selecting those that promote self-dressing and good posture and are at the same time easy to make and launder and economical in cost. The suitability of various cotton fabrics for outdoor play garments for winter wear are being tried out. In order to be comfortable these must be light in weight, and yet they must give adequate protection against the weather. Designs for the play suits are also being developed and will embody practical points noted by the teachers. A self-help bib for nursery school use has also been designed.

As a special part of the studies on the use of time by homemakers in the economics division, records are being collected on the time spent in the care of children. On the financial side, forms for the budgeting of family expenditures have been published. These provide for education, medical care, and all the other items of special importance to the children in a family.

As rapidly as possible the results of all these research projects are published as bulletins for free distribution or as special articles in journals and magazines. Over 30 such bulletins are now available and more are in press.

# Bureau of the Public Health Service

H. S. CUMMING, Surgeon General

**F**OR many years the United States Public Health Service<sup>1</sup> has been actively engaged in measures to promote the health of school children. We believe we are attacking the problem in the way most apt to lead to its solution—through the avenue of scientific research. The child health studies are conducted chiefly by the Child Hygiene Section of the Division of Scientific Research or by the cooperation of that section with other offices of the Division.

As a basic factor in any program for betterment, it is necessary to know conditions as they exist, and the Service has made surveys of the physical and mental condition of school children in various sections of the country, and of the sanitary condition of the school buildings. These surveys have called attention to the inadequacy of much school health supervision, and the frequently unhealthful character of the school child's environment. The mental and physical health of the child are equally important in childhood education.

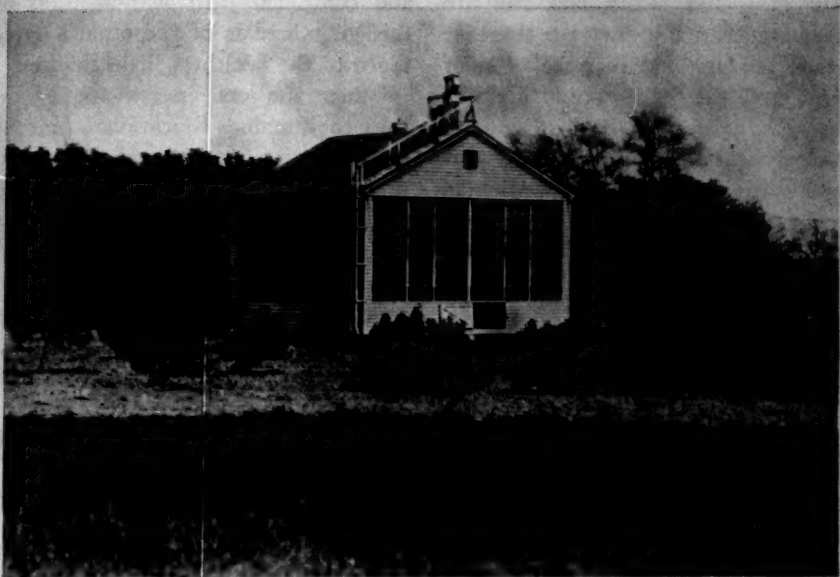
The prevalence of defective vision and the poor lighting found in many schools led the Service to make a careful scientific study of the natural illumination of school rooms. The publication of this report marked an advance in the knowledge of this subject. At the present time an important study of daylight

illumination is being carried on by the Office of Industrial Hygiene with the cooperation of the Child Hygiene Section. An experimental building has been erected in Arlington, Virginia, in which the size, shape, and location of the windows, the height of the ceiling, color of the walls, etc., can be varied at will. Measurements are being made of the illumination at all points within the building under varying conditions, and, simultaneously, similar measurements are made of the brightness of the portion of the sky illuminating the particular window from which the light comes. From our measurements we expect to be able to determine the amount of horizontal and vertical illumination for a window of given size and location, with given height and color of walls, for a given brightness of the sky illuminating the windows.

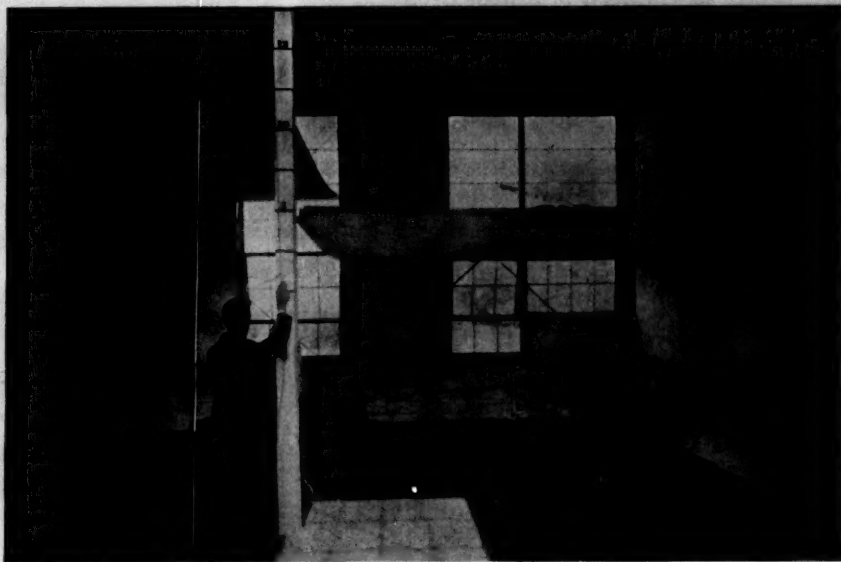
A special study of the vision of school children by the use of a cycloplegic has shown that far more defective vision exists among children than is ordinarily supposed. These results emphasize the necessity for regular annual examinations of eyes known to be defective. Extensive studies of vision without the use of a cycloplegic have also been made.

Since poor posture is widely prevalent among children, the Service made a study of this condition in relation to nutrition, physical defects, school grade, and physical training. In this particular study it appeared that when the hygienic conditions in a school are not

<sup>1</sup>Treasury Dept., Washington, D. C.



EXPERIMENTAL BUILDING ERECTED AT ARLINGTON, VA., TO STUDY THE DISTRIBUTION OF DAYLIGHT  
WITHIN A BUILDING—ON THE ROOF ARE MOUNTED THE INSTRUMENTS FOR MEASURING THE  
BRIGHTNESS OF THE SKY



MOVABLE PANELS IN CEILING OF EXPERIMENTAL BUILDING



of the best, and health measures are inadequate, there is a moderate decrease of good posture and increase of poor posture from the first to the fifth grade, inclusive.

A study was also made of the height-weight status of children in relation to "acceleration" in school. Though not conclusive some light was thrown upon the possible effect of rapid progress through the lower grades.

It has been shown that, in most of the common communicable diseases, biologic products are largely used and it is necessary that these products be of a carefully defined standard. For a quarter of a century the United States Public Health Service has supervised

and controlled their manufacture, and this guarantee is of the utmost importance to the health of little children.

Other subjects investigated which help to illumine educational problems are open air schools, rural school sanitation, nutrition, health education, communicable diseases, sickness among school children, school health administration, prevalence of goiter among school children, and the general subject of milk standardization and control.

The Service realizes that child health is not only essential to the best education in childhood, but that it is a basic factor in the whole public health problem. It is cooperating in the work of the Washington Child Research Center.

*Below is a list of publications on subjects relating to the health of children of school age.*

- P. H. Bulletin 58—OPEN-AIR SCHOOLS FOR THE CURE AND PREVENTION OF TUBERCULOSIS AMONG CHILDREN. By B. S. Waiten, 1912.
- P. H. Bulletin 134—THE CAMPAIGN AGAINST MALNUTRITION. Prepared by the advisory committee on foods and nutrition of the National Child Health Council in cooperation with the United States Public Health Service. 1923.
- P. H. Bulletin 152—A STUDY OF COURSES IN HEALTH EDUCATION. By Myra Hulst Harman and Taliaferro Clark, April, 1925.
- P. H. Bulletin 159—STUDIES IN NATURAL ILLUMINATION IN SCHOOL ROOMS. A report on the observations of daylight illumination of selected classrooms of different orientation during the period of an entire year. By Taliaferro Clark and Arthur F. Beal, January, 1926.
- Reprint 100—WHOOPING COUGH: ITS NATURE AND PREVENTION. By W. C. Ruckert. October 25, 1912. (Revised 1922).
- Reprint 116—COUNTRY SCHOOLS AND RURAL SANITATION. By C. W. Stiles. February 7, 1913.
- REPRINT 142—MEDICAL INSPECTION OF SCHOOLS. Lecture. By J. W. Schereschewsky. August 29, 1913.



# Child Study Association of America, Inc.

SIDONIE M. GRUENBERG, Director

IN SO FAR as an increased knowledge of childhood and a deeper understanding of the parent-child relationship contribute to the education of children, the Child Study Association<sup>1</sup> has been engaged in educational work for over a generation. There are organized under its auspices many groups which are engaged in some type of child study work. Groups are composed primarily of mothers, though in more recent years fathers have attended in increasing numbers. Training courses for social workers and teachers, Institutes, and other special classes are organized as the need arises.

The study groups which are held at the Headquarters of the organization are led by trained leaders, though many others—particularly those outside of New York City—supply their own leadership, using for the most part material which the staff of the Child Study Association prepares.

A wide range of subject matter is discussed at these meetings, which are held at regular intervals. The interest in some groups centers about a particular age of childhood, as for example, the nursery school age, preschool education, early childhood, adolescence, etc. Visits to nursery schools, reports of experimental work, and observation of children supplement the regular group work. In other cases a certain general topic

forms the basis of discussion, as, progressive school education, sex education, mental hygiene, etc.

Carefully recorded minutes of these many meetings yield much material which is of value in preparing programs, bibliographies, study outlines, and other published material which can be put at the service of parents and leaders of parent groups. The various publications of the Child Study Association are intended to meet the needs of those who are enrolled in the study groups as well as of others who are perhaps not engaged in any organized work of this kind. We are endeavoring to place in the hands of parents material which is authoritative, based on scientific principles, and yet expressed in every-day non-technical language. This is especially true of the *Studies in Child Training* and the more recent series of leaflets *Parents' Questions*, which latter are based on actual questions which appear in group discussion records. These are of especial interest in that they are directly focused on the child's living experience in such a way that they lead the mother to examine the child's motivation and interest.

Lectures and conferences form a definite part of the program of parental education. Through these the opportunity is offered to large numbers of parents, teachers, and social workers, to become acquainted at first hand with prominent educators who have a message for parents. These lectures are always

<sup>1</sup> 54 West 74th St., New York City.

closely related to the work of the study groups, supplementing the discussions which take place in the regular group meetings.

Many parents who are members of Child Study Association Groups have sought the advice of individual staff members in relation to their problems. This has long been an informal part of the organization's service to members. Recently, in addition to the trained leaders of the Association, there have been added to the staff a psychiatrist and a psychiatric social worker in order that this Consultation Service may take on more organized form and in order that the records may be more adequately kept. The members whose problems, though incipient or mild in form, still need individual help or more intensive consideration than group discussion permits, are those encouraged to seek the help of this professional staff. Where the necessity arises there is also facility

for the psychiatric and psychological examination of children.

During the summer the Child Study Association cooperates with the Board of Education and with various philanthropic organizations in conducting Play Schools in which approximately two thousand children receive all-day care under expert supervision. These schools are conducted as a demonstration of the need for continuous educational work with children throughout the year and of the possibility of providing this by the cooperation of public and private agencies. There are eighteen Summer Play Schools in New York City and one in Cleveland. The mothers of these children are enrolled in groups which meet throughout the year—including the winter when the Play Schools are not in session—thus assuring continuity, contact with and interest in the children's problems and in the educational features of the Play School activities.

### SOME PUBLICATIONS OF THE CHILD STUDY ASSOCIATION OF AMERICA

#### BOOKS

- GUIDANCE OF CHILDHOOD AND YOUTH**.....\$1.50  
A one-volume library of readings in child study selected from authoritative sources. Edited for the Child Study Association of America by Benjamin C. Gruenberg. Published by The Macmillan Company.
- CONCERNING PARENTS**.....Soft cover \$1.00  
Cloth \$1.50
- A symposium on present-day parenthood. Published by the New Republic, Inc.

#### PAMPHLETS

- MUSIC FOR CHILDREN**.....\$ .35  
A selected list of music books, piano rolls, and phonograph records for young children and for older boys and girls.
- THE CHILD'S FIRST BOOKS**.....\$ .35  
A study of books for the pre-school child, with a foreword by Arnold Gesell.
- BOOKS FOR YOUNG READERS**.....\$ .35  
A selected list of books for children from seven to twelve.
- CHILD STUDY DISCUSSION RECORDS—Development—Method—Techniques**.....\$ .75  
By Margaret J. Quilliard.
- PARENTS' QUESTIONS**.....\$ .25  
*My Child Will . . . My Child Won't . . . What Shall I Do?*
- A SELECTED LIST OF BOOKS FOR PARENTS AND TEACHERS**.....\$ .25
- THE GIFTED CHILD**.....\$ .10

# Children's Bureau

GRACE ABBOTT, Chief

**I**F THERE is any subject endowed with national interest it is the welfare of the Nation's children. The Nation's future existence, the intelligent use of its resources, the rôle it will play in world affairs depend on its children—whether or not they are physically fit and whether they are trained in self-control, in respect for the rights of others, and in understanding of their own rights and obligations. That the first responsibility must rest with the nearest government—the State, the county, the municipality—is the reason why the rôle that the Federal Government must play in the training of children is that of an intelligent and interested cooperator, ready to assist but not to control nor hamper.

The Children's Bureau<sup>1</sup> of the United States Department of Labor was created by Congress to "investigate and report upon all matters pertaining to the welfare of children and child life among all classes of our people." The Bureau has always recognized that fully as important as the collection of facts is the interpretation and dissemination of them to the people of the country, especially the parents and those persons responsible for the welfare, training and guidance of children. Ever since its creation, therefore, the Bureau has made public the results of its studies by printing and distributing bulletins giving the facts collected and the conclusions drawn;

<sup>1</sup> U. S. Department of Labor, Washington, D. C.

popular folders and dodgers, simple in wording but scientific in content which acquaint mothers with the results of studies but help them put into practice methods of care that make for healthy and vigorous children. The Bureau has likewise maintained constant cooperation with State child-welfare commissions charged with reviewing laws relating to children and of recommending legislation to bring State laws for children up to generally accepted standards. From the beginning the bureau has had the cooperation of the great national women's organizations of the country, as well as the professional organizations in the field of child care, and several very important pieces of work have been undertaken, either in cooperation with the women or at their request. The first work of this sort was the birth registration campaign which began in 1915. Among recent cooperative undertakings have been a demonstration of methods of prevention and cure of rickets, in cooperation with the Yale University School of Medicine and the New Haven Department of Health; and an investigation of the relation of posture to physical fitness, in cooperation with the public schools of Chelsea, Mass., and the Boston Community Health Service.

The Children's Bureau is not directly concerned with the field of education except as regards vocational guidance, child labor, and the granting of employment certificates to children, but it is in



constant touch with teachers and with parent-teacher associations all over the country and is always ready to supply them with publications and exhibit material dealing with nutrition, health education, posture training, mental hygiene, and kindred subjects, or to cooperate with them in other ways.

Particular attention has been devoted to the health and welfare of the preschool child. The health education activities

carried on under the Sheppard-Towner Act, which is administered by the Children's Bureau, have stressed particularly the need for careful health supervision and habit training in order that the child may enter school fully prepared to cope with the responsibilities of this new phase of his life, unhampered by physical or mental handicaps which it is within the power of his family to prevent.

### SOME OF THE POPULAR PUBLICATIONS OF THE CHILDREN'S BUREAU

U. S. Bureau of Labor

(A complete list will be sent on request)

#### PUBLICATIONS

- No. 4. PRENATAL CARE. 41 pp. 1921. 5 cents.
- 8. INFANT CARE. 118 pp. 1926. 10 cents.
- 30. CHILD CARE—THE PRESCHOOL AGE. 82 pp. 1922. 10 cents.
- 55. THE VISITING TEACHER. 7 pp. 1919. 5 cents.
- 59. WHAT IS MALNUTRITION?
- 64. EVERY CHILD IN SCHOOL. 15 pp. 1919. 5 cents.
- 84. AVERAGE HEIGHTS AND WEIGHTS OF CHILDREN UNDER SIX YEARS OF AGE. 4 pp. 1921.
- 92. PLAY AND RECREATION—OUTLINES FOR STUDY. 61 pp. 1926. 10 cents.
- 113. A BRIEF MANUAL OF GAMES FOR ORGANIZED PLAY. 37 pp. 1925. 10 cents.
- 138. NUTRITION WORK FOR PRESCHOOL CHILDREN.
- 143. CHILD MANAGEMENT, by D. A. Thom, M.D. 43 pp. 1927. 5 cents.
- 162. PUBLIC AID TO MOTHERS WITH DEPENDENT CHILDREN; extent and fundamental principles. 21 pp. 1926. 5 cents. (New edition in press.)
- 163. MILK, THE INDISPENSABLE FOOD FOR CHILDREN, by Dorothy Reed Mendenhall, M.D. 43 pp. 1926. 5 cents.
- 179. REFERENCES ON THE PHYSICAL GROWTH AND DEVELOPMENT OF THE NORMAL CHILD.

#### CHART

- No. 14. BABY'S DAILY TIME CARDS (six cards giving daily routine and training for babies from birth to two years of age.)

#### FOLDERS

- No. 1. MINIMUM STANDARDS OF PRENATAL CARE.
- 2. BACKYARD PLAYGROUNDS.
- 3. WHY DRINK MILK? Milk is the Indispensable Food for Children.
- 5. SUNLIGHT FOR BABIES.
- 6. FROM SCHOOL TO WORK.

#### MOTION PICTURES AND EXHIBITS

The Children's Bureau has produced four motion pictures and a number of film strips, and has purchased or designed models, posters, charts, and maps which may be borrowed for exhibit purposes. Booklets (1. Models; 2. Posters and Panels; 3. Motion Pictures, Film Strips, and Slides) giving full descriptions of this material and the conditions under which it is lent will be mailed on request.

# National Child Welfare Association, Inc.

CHARLES F. POWLISON, General Secretary

PLEASE let me look at this picture first," coaxed a little girl when bidden to close her book and come to bed. Pictures will attract and hold the attention of children who are too restless and lively to absorb ideas through less striking mediums.

With this in mind, the National Child Welfare Association<sup>1</sup> has built up a library of unusual posters carrying educational facts that are illustrated by apt and colorful drawings. The range of these extends over topics of health and hygiene, character and citizenship, for children of all ages, the younger children being specially favored.

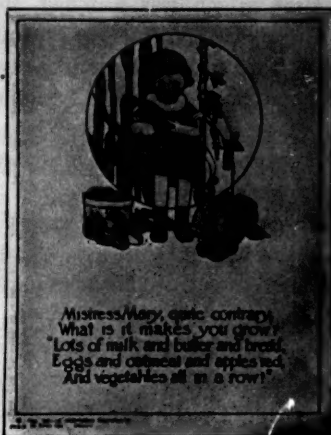
How many boys and girls whose futures, even in this age of abridged distances, will never carry them to foreign shores, may gain acquaintance with the boys and girls of other countries through becoming familiar with "Children From Many Lands" and their quaint rhymed texts!

To copy Susanna's prototype in table manners will be far easier than to obey parental injunctions directed to the same end, and likewise, pursuing the rainbow colors among various fruits and vegetables is more entertaining to a small boy than eating carrots and spinach and squash because "they are good for you."

"Little Boy Blue" and "Little Bo-

Peep," "The Crooked Man" and "Mistress Mary" with other old-time familiars have a new message that charms and stimulates busy little brains.

The chief mission of the beautiful "Fairy Tale" pictures is to imprint on the minds of children the alluring figures of childhood tales. Who of us cannot recall the thrills of delight elicited by the adventures and enchant-



ments of these magical creatures and children?

The materials and workmanship in all these posters are the very best and the products are deserving of space in the home nursery, playrooms, school-rooms, and hospitals—everywhere that children are found. Thousands of these posters are sent every year to all parts of our own country and abroad.

<sup>1</sup> 70 Fifth Ave., New York City

# The National Council of Primary Education

JULIA LETHELD HAHN, President

THE National Council of Primary Education<sup>1</sup> came into being at Cincinnati in February, 1915, when a group of representative women in primary education, who were attending the meeting of the Department of Superintendence, lunched together and discussed mutual problems. The organization which was founded at this time had as its purpose the encouragement of "a greater use of activities in the primary school, greater freedom of method for the primary teacher, and closer cooperation with the kindergarten and the grades above."

The organization of the Primary Council with membership open to all persons whose interest touched the primary school (teachers, supervisors, principals, and patrons) provided a medium for discussion of pertinent problems from several points of view. Its policy included informal gatherings of primary workers in connection with all the great meetings of teachers, papers and set programs, efforts to have the problems of primary education receive due attention on general and sectional programs of teachers' meetings, and encouragement of local groups of teachers to study and discuss their immediate problems and cooperate for their solution.

About this time "unification" was

being discussed throughout the country and institute programs carried such topics as "Unification of Kindergarten and First Grade," "Breaking Down the Wall between Kindergarten and First Grade," and other expressions designating that an attempt was being made to bridge a gap in the educational life of young children.

As the emphasis in education shifted from mere subject matter to the child as a developing unit, these gatherings of Primary Council groups provided a threshing ground for the many problems accompanying a changing school procedure. A program of work which aimed to encourage in children initiative, independent thinking, and cooperation demanded a teacher with the same characteristics. Along with movable furniture and movable programs of work came movable teachers and often these teachers were faced with the responsibility not only for moving themselves but for enlightening their communities concerning the principles and practice of the newer education. Primary teachers felt the need of a national organization to give support to their undertakings. This need was met, in part, by the National Council of Primary Education which functions through local, state, and national channels and is an avenue of expression and growth for thousands of classroom teachers as well as for others interested either first hand

<sup>1</sup>Headquarters secretary: Alta Adkins, Hammond, Ind.



or remotely in the welfare of little children.

Several studies have been published by the Council, in booklet form, from time to time, and a monthly bulletin has kept members informed of current thought in the field and plans for the future.

In order that all members might keep in close touch with the work of the Council, local groups have been encouraged to follow the topics of the annual meetings. A backward glance at some of these topics shows the trend of the times.

1916—A greater use of activities in the primary school.

1917—What changes in the time schedules of the primary school are demanded by the child's need of more varied activities and greater freedom.

1918—The relative value of the between-recitation period.

1921—The conditions which make for the unification of kindergarten and early grades.

1922—What is accomplished in a term's work in first grade.

Ella Victoria Dobbs was chairman of the National Council of Primary Education from 1915 to 1924 and was largely responsible for the growth and friendly cooperative spirit of the Council.

As kindergarten and primary teachers became conscious of common problems,

the organizations interested in the two fields began to hold joint sessions. During the chairmanship of Lucy Gage (1924-1928) marked progress was made in this direction.

The nursery school has taken its place in the educational scheme in recent years and programs of recent annual meetings have included speakers from the nursery school through the university who have stressed on the principles and practice of creative education in the modern field.

Intermediate teachers have been invited into the meetings and programs planned for the entire span of the elementary school. In August, 1928, the National Council of Nursery Schools, the National Council of Kindergarten Supervisors and Training Teachers, and the National Council of Primary Education voted to combine for the February meetings, held during the convention of the Department of Superintendence, into a Council of Childhood Education and to plan cooperative programs.

A forward look prophesies for the organization continued interest in solving the problems of an activity program for young children, additional research in the lower grade field, and greater cooperation with the other groups in the field. The articulation of school life can only come through united effort.

## RECENT BULLETINS OF THE NATIONAL COUNCIL OF PRIMARY EDUCATION

PSYCHOANALYSIS IN RELATION TO EDUCATION. } Vol. ix, No. 4. 1926.  
WHAT IS THE PROBLEM OF METHOD?  
TENTATIVE REPORT OF BOOK COMMITTEE. December, 1926.  
CREATIVE NEEDS OF YOUNG CHILDREN AND HOW THEY SHOULD BE RECOGNIZED.  
Vol. xi, No. 4. 1928.

# Some Group Activities of the National Council of Primary Education

THE inspiration of the national meetings of the Council is carried to individual teachers through state and local clubs. These clubs have programs and exhibits of progressive work, sometimes in connection with the usual state and sectional meetings, again under their own auspices.

Indiana has a very complete organization and is working hard for unification of the kindergarten primary field. Chicago has a strong program including all forces working with the young child. Florida and Utah have stressed exhibits at state meetings, and two Florida grade teachers have ventured into the field of authorship. The Cincinnati group meets informally at an annual dinner with a talk by an outstanding worker in the field. The Bellingham (Washing-

ton) Council introduced at an October luncheon Miss Myrtle Kaufman, recently appointed Assistant Superintendent of the Spokane schools, who has accepted the state chairmanship of the National Council.

In Elizabeth (N. J.) an extensive program of visitation was carried on during December under the direction of Miss Isobel Davidson. Every teacher saw work at different levels. Discussions followed, and an evening Get-Together dinner brought representatives from twenty-five different clubs.

The classroom teacher is finding her work interpreted and her own efforts directed and intensified through the effective but informal leadership of the National Council.

## *Child Development and Parental Education Program*

### *American Home Economics Association*

The child development and parental education program of the Association is designed primarily to serve teachers of home economics who are offering child development courses and homemakers who are interested in "professional improvement." Through its field worker it conducts field work, a consultation service, and studies and investigations.

#### FIELD WORK

A survey has been made of the work of other agencies concerned with child development and parental education to determine how home economics teachers, extension leaders, and research workers can best aid in promoting education for homemaking and parenthood.

Cooperation between the American Home Economics Association and other organizations interested in the promotion of child development and parental education has been maintained by the field worker through attendance and participation in meetings and conferences.

The Association is a member of the National Council for Parental Education and has representation on the governing board of the Council.

Schools and colleges desirous of help and advice in the organization of child development as a part of their work in home economics have been visited, and meetings and conferences have been held with workers and interested administrators.

#### CONSULTATION SERVICE

Help has been given to those seeking teachers, and advice has been offered in regard to the training necessary for this field of education, sources of teaching materials, content, methods, and organization of courses of study.

# The National Education Association

JOY ELMER MORGAN, Editor of the Journal

THE National Education Association<sup>1</sup> itself is a great mother. Under its fostering care many movements in American education have been kept alive until they could grow in strength sufficiently to stand on their own feet as a part of standard education practise. This in a sense has been true with reference to NKP education. The Association has given much attention to primary education since its organization in 1857. At its Madison convention in 1884 there was a meeting of the Froebel Institute of North America. From that meeting there developed the department of Kindergarten-Primary Education, one of the Association's seventeen departments. This Department cooperates with officers of the International Kindergarten Union and other organizations interested in this field. The fact that its meetings are held in connection with the great convention affords opportunity for much personal contact and exchange of ideas between leaders in early education and school administrators and others. At the Minneapolis convention last summer the topic *The Whole Child as influenced by the Home, Community, and School*, was discussed in a series of notable addresses which appear in the 1928 Proceedings of the National Education Association—a set of volumes which fills a nine foot shelf and which is often referred to as the greatest single collec-

tion of educational literature in the world.

The Journal of the National Education Association also presents reports of these annual meetings and gives summaries of their programs. Through the presentation of pictures and of articles on individual differences, better salaries for better trained teachers, better adapted buildings with modern equipment, the Journal seeks to improve elementary education.

There is an excellent article in the Journal for January 1929 by May Hill on *The Student Teacher and the Whole Child*. It is a description of the Cleveland Kindergarten-Primary Training School and is one of the series *Schools that are Prophecies*.

NKP Education has also been emphasized in the yearbooks of the departments of the Association. These yearbooks have a profound influence upon educational practice. For instance, in the Fourth Yearbook of the Department of Superintendence is a statement on *Character Education in the Kindergarten*. Again in the Sixth Yearbook of the Department of Elementary School Principals, is an article on *Nursery Schools and Parental Education*.

NKP education is of the greatest importance. Many a high school teacher today is struggling with problems of learning and behavior which had their beginning during the early years. The idea that it takes more training and better personality to teach in the high

<sup>1</sup> 1201 Sixteenth St., N.W., Washington, D.C.



school than in the early grades still persists in most communities. Wise parents and school administrators are beginning to see that gifted teachers are needed at all levels and gradually the single salary schedule wins its way.

The development of NKP education has been the opening wedge for educational reform in other fields. It has helped school people to appreciate the value of individuality in the child. It

has emphasized the large part which personality plays in education. It has magnified the importance of activity and child responsibility as means of growth. It has also laid a foundation for parent education. The success of kindergarten teachers as mothers has been widely noted and they have been earnest workers in the development of parent-teacher groups and other movements for a trained parenthood.

### N. E. A. PUBLICATIONS BEARING ON NURSERY-KINDERGARTEN-PRIMARY EDUCATION

#### ANNUAL REPORTS OF COMMITTEES AND COMMISSIONS OF THE N. E. A.

Behavior Problem Children. 9 p. \$.10

#### HEALTH PUBLICATIONS

		Price per copy
HEALTH EDUCATION, A PROGRAM FOR PUBLIC SCHOOLS. 164 p.		\$1.00
	In cloth,	\$1.50
REPORT OF THE JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION. 4 p.		
July, 1928		\$.05
CONSERVING THE SIGHT OF SCHOOL CHILDREN. 46 p.		.25
VENTILATION OF SCHOOL BUILDINGS. 8 p.		.15
THE DEAFENED SCHOOL CHILD. 39 p.		.25
MINIMUM HEALTH REQUIREMENTS FOR RURAL SCHOOLS. 8 p.	Per Hundred	\$5 .10
HEALTH ESSENTIALS FOR RURAL SCHOOL CHILDREN	8	.15
ILLUS. HEALTH CHART REPORT	15	.25
HEALTH IMPROVEMENT IN RURAL SCHOOLS. 52 p.	15	.25
HEALTH SERVICE IN CITY SCHOOLS. 40 p.	15	.25
CHART SET—60 charts, each 22 x 28 inches	Per Set	\$14.25
CHART SET—tinned top and bottom with hangers		15.00

#### DEPARTMENT OF SUPERINTENDENCE

THIRD YEARBOOK—RESEARCH IN CONSTRUCTING THE ELEMENTARY SCHOOL CURRICULUM. 408 p. \$2.00

FOURTH YEARBOOK—THE NATION AT WORK ON THE PUBLIC SCHOOL CURRICULUM. 520 p. \$2.00

SEVENTH YEARBOOK—THE ARTICULATION OF THE UNITS OF AMERICAN EDUCATION

#### DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

SIXTH YEARBOOK—PROJECTS IN SUPERVISION. 260 p. \$2.00

#### DEPARTMENT OF CLASSROOM TEACHERS

THIRD YEARBOOK—PROBLEMS AND OPPORTUNITIES IN TEACHING. 112 p. \$.50

#### MISCELLANEOUS

GENERAL PRACTICE IN KINDERGARTEN EDUCATION IN THE UNITED STATES. 155 p. \$1.00

# The National Committee on Nursery Schools

ROSE H. ALSCHULER

THE National Committee on Nursery Schools, Lois Hayden Meek, chairman, has been in existence not quite two years. Its ramifications are therefore not as widespread as those of some of the older organizations reporting. This Committee was organized at the second conference of those interested in nursery schools held in New York City in April, 1927. At its inception the National Committee on Nursery Schools was charged with three responsibilities:

1. To plan for such conferences as they deemed necessary for the progress and improvement of nursery schools until such time as there may be an organization of child development which shall meet the interests of all concerned in the growth of young children.

2. To make public the activities of the National Committee on Nursery Schools through the proper channels of publicity.

3. To have a meeting of the Committee within two years for a reconsideration of the plan of organization.

In fulfillment of the policy as outlined above, the Committee has done the following things:

1. *On Conferences.* On the invitation of the National Council of Primary Education, representatives of Kindergarten, Primary, and Nursery School groups met in Chicago in June, 1928. As an outcome of that meeting, the three groups will affiliate under the name "National Council of Childhood Educa-

tion" for a joint program at the next meeting of the Department of Superintendence of the National Education Association to be held in Cleveland in February, 1929.

2. *On Publicity.* The National Committee on Nursery Schools published a report of the New York City Conference of 1927. This report is of value and interest for various reasons. It is the first record printed on the beginnings of the nursery school movement in the United States. In after years when the science of the education of young children shall have developed very greatly, it will be interesting to look back and note, perhaps, the mistakes and vision of these early nursery school workers. To those now in the field, the report has been distinctly suggestive. Discussions are recorded of variations in daily programs, training of nursery school teachers, educational activities and materials, parent education, problems of physical education, budget, and housing equipment. Perhaps because nursery school workers come from so many different fields—kindergarten, home economics, psychology, pediatrics, etc., the meetings were characterized by a healthy churning, challenging attitude. It was well to have this recorded as precedent for future conferences.<sup>1</sup> Because of the

<sup>1</sup> This report can be purchased for 15 cents by addressing National Committee on Nursery Schools, 1634 I Street, Washington, D. C.

nursery schools springing up all over the country—nursery schools without solid foundations or well defined objectives—Dr. Meek appointed a sub-committee on Minimum Essentials for Nursery Schools. This sub-committee, Anna E. Richardson, chairman, has sent out a preliminary report. The report as now formulated defines in tentative form as of the year 1928 the general principles of nursery school education. It discusses objectives of nursery schools, types of organization, and standards for maintenance. It is hoped that this his much needed report will be available for general usage before long. On recom-

mendation number (3), future meeting of the Committee, it is understood that a conference of the National Committee will be called before long.

The Committee on Nursery Schools is distinctly conscious of its national responsibility. On the one hand, now at the beginning of thinking in terms of nursery school education, it is necessary to enunciate and define certain principles; and on the other hand, it is desirable not to crystallize practise too hard or too fast. The Nursery Schools Committee will continue to try to guide thinking along both lines.

#### SOME NURSERY SCHOOL PUBLICATIONS.

GESSELL, ARNOLD. The downward extension of the kindergarten, a unified policy for early education. *Childhood education*, 2: 53-59, October, 1925.

Refers to history of the kindergarten and nursery school with suggestions for unification in present practice with young children.

JOHNSON, HARRIETT. Children in the Nursery school. New York, Bureau of educational experiments, 1928. 320 p. illus.

Describes and interprets behavior of the nursery school children ranging in age from 14 months to 3 years. Tells of the educational and physical set-up and detailed behavior-records which serve as a basis for practical procedure and theoretical conclusions.

BALDWIN, BIRD T. and STECHER, L. I. The psychology of the preschool child. New York, D. Appleton & Co., 1924. 305 p. illus., tables, diagrs. 12°.

History of research work with young children. Describes a laboratory school as distinct from a nursery school. Discusses tests of mental development which have been given to young children.

CRABBS, LELAH MAE and MILLER, MABEL LAWRENCE. A survey of public school courses in child care for girls. Detroit, Mich., Merrill-Palmer School, 1927. 96 p.

An analysis of the courses in child care given in public elementary and high schools and State and local requirements for this work. A bibliography of relevant material is included.

WOOLLEY, HELEN T. David—a study of the experience of a nursery school in training a child adopted from an institution. New York, Child welfare league of America. Case Studies No. 2, April, 1925.

A detailed study of one child's physical and mental history illustrated with charts and diagrams.

HILL, MAY. The nursery school and parental education. Reprint from Sixth Yearbook of the Department of Elementary School Principals of the National Education Association, Washington, D. C., 1927. pp. 145-161.

Certain social needs met by the nursery schools with direct benefit to both child and parent.

HILL, PATTY SMITH. The education of the nursery school teacher. *Childhood education*, 3: 72-80, October, 1926.

Building a curriculum for prospective nursery school teachers from diary records of individual children kept by skillful nursery school teachers, and from job analyses of nursery school teaching: Illustrated with one complete diary record of a nursery school teacher.

Taken from a mimeographed list, No. 24396, issued by the U. S. Bureau of Education.



# The Progressive Education Association

J. MILNOR DOREY, Executive Secretary

THE Progressive Education Association<sup>1</sup> was organized in 1919 by a group of people deeply interested in educational betterment. They saw that many children come out of school with no love of learning, no initiative, little of practical experience in social living that serves as a foundation for intelligent citizenship, and with physical and character development far below the standard essential to their own happiness and the community good. They saw the great need of (an organization which would collect and give wide publicity to information of the newer tendencies in education) which is being so eagerly sought by all who realize the importance of sound education. They conceived of it as a cooperative effort and organization which by enrolling all those interested in the forward movement in education could give unity, force, and direction to what otherwise would be a haphazard and individualistic effort.

The Association believes in the right of each individual to the highest physical, mental, spiritual, and social development of which he is capable. Its advocates believe that (every educational institution, public and private, from the kindergarten through college, should carefully measure its pupils along these four lines of development; that the ability of a pupil to apply knowledge with intelligence and joy to the problems

of every-day life should replace to a great extent expertness in passing examinations for book content alone; that education should use more laboratory methods which allow greater physical and mental freedom; that in the training of teachers the study of human nature and child reaction should have equal emphasis with methods of presenting facts.

In various ways the Association is serving the cause of educational progress. The Washington office during the course of a year answers many inquiries from members and others on every possible educational problem. Through its correspondence and its publications the Association serves as a clearing-house for the dissemination of information concerning development in education at all levels. The Secretary assists in finding speakers and in arranging programs for school and parent groups, and meets faculties, trustees, and patrons of various schools for the purpose of discussing school policy and practice. Through its annual conference and informal local gatherings exchange of ideas and display of school work are effected.

The Association believes that through the constant improvement and promotion of its magazine PROGRESSIVE EDUCATION, it can best contribute to educational advance. Each issue includes material of general interest to both educators and laymen, with special emphasis on a particular group of educational

<sup>1</sup> 10 Jackson Place, Washington, D. C.

problems. It has won recognition and prestige as the interpreter of the educational progress of the day.

In addition to these activities the Association is attempting this year two new projects. A Regional Conference was held in Richmond, Virginia, January 17, 18, 19, 1929. The South is very much alive, and this conference grew out of local needs and local initiative. Various problems dealing with the education and training of children were discussed by prominent educators from different sections of the country. The first Institute of Progressive Education for the benefit of teachers and parents will be held at State College, Pennsylvania, July 1-19, 1929. Three courses on the principles and administration of Progressive Education in the training of children will be given by notable educators.

The Ninth Annual Convention was held at the Jefferson Hotel in St. Louis, Missouri, February 21-23. The general subject of this conference is to be "Education, An Active Process." The program proved to be one of the most important and interesting we have yet had, consisting of addresses by notable speakers, forum discussions, receptions, school exhibits and visiting, and so on.

All who are interested in the reform of our educational methods are welcomed as members of the Association. Its publications and activities are planned to be of interest to all who long for educational advancement, whether educators, parents, or promoters of human welfare; for it is through the close sympathy and cooperation of the teaching profession and the lay public that reforms in education can best be brought about.

#### WORLD CONFERENCE TO DISCUSS NEW SCHOOL IDEA

Educators and parents throughout the world who are interested in the new school idea are to meet for a fifth World Conference next August 8th to 21st, at Elsinore, Denmark, famous scene of Shakespeare's *Hamlet*. The conference is being called by The New Education Fellowship, an international association of progressive schools, to discuss The New Psychology and the Curriculum.

An imposing array of leaders in the field of new education will lecture or conduct study courses. Among the number are Dr. Paul Dengler and Dr. Franz Cizek of Vienna; Dr. William Boyd of Glasgow University; Dr. Ovide DeCroly of Brussels; Dr. Adolphe Ferrière of the Jean Jacques Rousseau School, Geneva; Dr. Harold Rugg of the Lincoln School; Dr. Elisabeth Rotten of Germany; and Rabindranath Tagore.

Dr. William Kilpatrick of Columbia is president of the American Advisory Committee for the conference; Dr. Harold Rugg, Chairman. Registrations and requests for information should be sent to Mrs. Marion Beaufait, executive secretary, Room 2370, Salmon Tower, New York.

# The World Federation of Education Associations

CHARLES H. WILLIAMS, Secretary

THE World Federation of Education Associations is deeply interested in every phase of education but among the special fields which have received its attention there is none more important than that embraced in the nursery, kindergarten, and primary schools.

It is interesting to note that among the early organizations to make application for membership in the World Federation was the International Kindergarten Union. Its application was given unanimous approval because of the importance of the work which it represents. From that time to the present it has constantly given the heartiest cooperation not only in its own special field but to the entire program of the Federation.

Among the sections of the World Federation which deal most directly

with this phase of education are those of the Preschool Child, Elementary Education, Handicapped Children, Behavior (The Problem Child), Health Education, and Parent-Teacher (Home and School). The number of these sections is sufficient evidence of the active interest of the World Federation in this important field of work.

All of these sections will hold meetings at the time of the Geneva Conference, none of them planning less than two sessions. Perhaps no other field of education will receive as much attention as will this one. The officers of the World Federation and the board of directors all realize the tremendous importance of starting education right and are fully cognizant of the highly important contribution to the total development of the child made during these earlier periods.

## World Federation of Education Associations

*Organized 1923*

*Third Biennial Session, July 25-August 4, 1929*

GENEVA, SWITZERLAND

*Theme: International Understanding and Good-will Through Education*

All membership organizations are requested to appoint delegates and alternates to the Congress of the World Federation of Education Associations in Geneva, Switzerland, July 25 to August 4, 1929, and to make known as far as possible the opportunities which this meeting will afford for important international contacts and for definite lines of work in the building of international understanding and good-will.

Invitation is extended to ministers of education of all countries, representatives of educational organizations and persons interested in the development of understanding and good-will through education to attend the Conference and to participate in its deliberations.



# As We Are Seen by Others

VERA FEDIAEVSKY

Pedagogical Technicum, Moscow

THE preschool work has reached its highest development in the United States of America. Because I have for many years been interested in kindergarten work and am now lecturing on its methods in a Training School (Pedagogical Technicum, Moscow), the preschool work in America is of the greatest interest.

My greatest wish was to see with my own eyes American kindergartens on the subject of which I have read so many books and magazines.

My dream was realized and in the spring of 1927 I had the opportunity of making a trip to America. I took part in the International Kindergarten Union Convention held in April at New Haven and after the meeting I remained in the United States for seven weeks longer in order to gain a knowledge of preschool work. My stay in America was very short but my previous preparation for it permitted me to profit to the utmost.

My profession determined what I wished to see. In New Haven, New York, and Washington I visited kindergartens especially (public kindergartens, experimental, and Montessori ones), nursery institutions (nursery schools, day-nurseries), and training schools. And everywhere I met with the most cordial reception and my first and pleasant duty is to thank all those who so kindly guided and helped me in my

visits to all the above mentioned institutions.

All that I observed was of great interest to me, but some features of American life struck me especially.

*The accuracy* of Americans is surprising to Russians. In January 1927 I received a proposal to make an address on Moscow Kindergartens at the New Haven Convention of the International Kindergarten Union on Monday April twenty-fifth at eleven o'clock in the morning, and at eleven o'clock in the morning precisely on Monday the twenty-fifth of April 1927, Miss Alice Temple, the President of the Convention, allotted me time to begin my talk.

*The care taken of children* amazed me also everywhere. In New Haven I saw near a school an inscription to the effect that autos must go slowly because the entrance of the school was there. Near the Teachers College of Columbia University I often remarked that in the block between two avenues all the auto-movement was stopped in order to give the Horace Mann School's pupils the opportunity to play ball in the street. I saw in many schools two sets of hand-rails to the stairs one for older children and one for the little ones. All this proves a careful thought for children's welfare.

I remarked also *the heed given to children's health*: gymnastic apparatus' in kindergartens, roofs for children to play

on, beautiful gymnasiums, and so forth—witness to this care. In a kindergarten I remarked that some children drank milk, others—orange-juice, and others—nothing. The teacher explained to me that children whose weight does not correspond to their size drink milk, those whose weight and size are normal drink orange-juice, and those who are too heavy for their size do not drink anything.

The kindergarten classrooms, which I have seen, were generally very large, sunny, and beautiful, and their *equipment struck me by its richness and variety*. In every kindergarten I have seen a piano, a slide, and a see-saw, and in some a junglegym and other gymnastic apparatus. There is suitable furniture: individual boxes for children's things, carpenter's benches and looms for children's work, sand tables, large blocks, and different kinds of materials for their play. I especially admired Professor Hill's blocks, which provide so many stimuli and possibilities for children's construction, and the easels for painting which allow the child to stand straight while drawing and painting, spare his eye-sight, and give him the opportunity of better seeing and appreciation of his picture. I have seen typewriters for the kindergarten teacher in some kindergartens and even for the seven-year-old children in the City and Country School; I have seen gas-ranges for children's cooking in some schools, stoves for baking children's clay modelling in the Henry Street Settlement, and in the City and Country School; printing presses for children in the City and Country School; tub baths and shower baths used in the Lincoln School after gymnastics, and many other beautiful things.

The essential point of the educational work, i.e., *the teaching "by experience and by situation,"* the emphasizing of a child's first hand experience, children's projects, was greatly appreciated by me but did not surprise me for I knew it from American educational literature and, too, this "learning by doing" is accepted as the basis of our Russian school and kindergarten work.

But it was the very *calm*, joyous, tranquil, I should like to say, sunny atmosphere in the American kindergarten which charmed me. The children play and work freely. The kindergarten teacher speaks so quietly. There are no useless rebukes and admonishments. And the room is so cosy and comfortable with its plants and flowers and with its beautiful pictures on the walls.

I asked myself what was the reason for this calm? Certainly children are absorbed by their play and work, that is very essential. But I think that this calm is also due to some special way the teachers have of setting about their tasks such as the attracting of children's attention by melodious sounds and not by the raising of the voice or clapping of hands; by short moments of rest and concentration between different occupations.

I think that it depends also on the children's participation in art and music. The children are surrounded by beautiful reproductions of pictures of the masters of all times and all nations, which "every child should know." They draw, paint, model, sing, have rhythm periods and music appreciation. The children's orchestras are wonderful.

But perhaps the most important factor of this calm in the kindergarten is the very fact that only normal children attend the kindergarten. I had the

opportunity of visiting and admiring the ungraded classes for abnormal children.

I was very much pleased to see that American kindergarten children often knew the names of our composers: Tschaikowsky and Rubinstein and that they enjoyed Russian folk tales.

The test work in the kindergarten is quite new to us Russians. In our kindergartens we certainly have children who are leaders but in American kindergartens the children are trained in leadership. There is a child leader in every dramatization, a conductor in every children's orchestra.

The necessity of *unifying the work of the kindergarten with the school work* is granted by all modern pedagogues. But in some American schools this unification is already carried out. I am speaking of extension classes in New York City, and of such schools as the Lincoln, the City and Country, the Horace Mann, the Montessori, the Ethical Culture, the Dalton, the Walden School, the Experimental classes, directed by Miss Irving, etc., in which we see how beneficially the influence of the kindergarten methods reacts on the regular school work.

Certainly in a short article I cannot speak about all the various, rich, and vivid impressions, which the American life in general gave me. I cannot even speak of all my school impressions, but

only about some salient features of kindergarten work, which struck me especially.

I must also notice the extreme amiability of kindergarten workers.

I was deeply touched by the welcome I received at the International Kindergarten Union Convention, at the Bureau of Education, the New York Educational Department, the Teachers College of Columbia University, the Bureau of ungraded classes, the Bureau of Educational Experiments, the Institute of Child Welfare Research, the *American Childhood's* Office, the Henry Street Settlement, the American Society for Cultural Relations with Russia, and all the schools and institutions, which I visited.

My trip was a very enjoyable one, but my greatest wish is that it may be of some use for the preschool work in my country. I often asked myself what it would be possible to transfer to our Soviet kindergartens?

And I think that there are many features which we could borrow. But on the other hand it seems to me that there are also interesting features in our Russian preschool work such as our whole-day kindergarten as well as another salient feature in the life of these institutions, i.e. the connection of the factory kindergarten with the factory, which may be of interest for American pedagogues.



# How to Make Hats

AGNES DAY

**N**OW that springtime is approaching, the idea of a new hat is here. The "Easter Bonnet" may help the interest of the children to center around a millinery store. May Day gives a need for a seasonal headgear that is attractive and suggestive.

In listing definite suggestions for teachers, there is danger that methods of presenting these to children may be misunderstood. We, as teachers, need a fund of ideas and to know possibilities in the use of materials. We need to know materials. Yet we need even more to know children. If we are to help them to think, originate, and truly create, we must use methods which tend to develop such abilities. Just because suggestions are listed for us and given in definite form so that we may have a clear conception of them, does it necessarily follow that we should give these to children in directed lessons—one after another? We know that children may become mere puppets and cease to originate and create if directed constantly. Realizing this, some authorities have gone so far as to say, "No directed lessons!" In the very progressive school, where an activity program is possible, this idea of no directed lessons, might be carried out. But we can do much to help, regardless of conditions which may exist, if we are eager to develop certain characteristics in children and if we know how to go about it.

Give a choice whenever possible!  
Have materials where children may

find and reach them easily! Let children experiment first, then talk over their work and choose the best as examples! The teacher, too, may offer suggestions and show models. Care must be taken here that more than one model is shown so that copying does not follow. Ways of making these models may be discussed with those interested.

Bands make the simplest form of headgear. When a child first feels inclined to make a hat, he wraps a piece of paper around his head. In this way he finds the length needed. He will find that a thin paper tears easily. Tagboard or construction paper should be on hand. The height of the band may vary and the choices of decoration are many. Hearts are cut and stuck onto the band at Valentine's time, stars at Christmas time, feathers for the Indian hat, flowers for the May Day headgear and so on. Paints and crayons may be added in design. The feathers for the Indian band may be cut from paper or they may be real feathers from the chicken yard. These real feathers may be held in the holes of corrugated paper. The flowers for the May Day band are attractive when made of tissue paper, cut in small circles. Hold one of these pieces of paper around the first finger, touch it with paste and paste it onto the band. Several pieces pasted into each other look like a holly-hock blossom. These flowers in many colors are attractive pasted way around a green band.

A band of crepe paper, cut real tall,

will make a very simple hat. A running stitch of yarn may draw up this hat at the top and then it may be pasted down the back. It may be

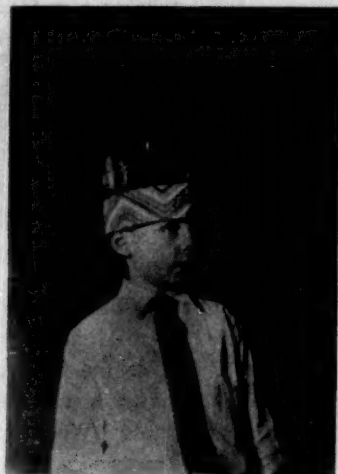
cut in *one* piece as an opening for the head. Two triangles, sewed together on two sides and fringed, leave a third side for a head opening.



DISCUSSING THE SPRING STYLES

decorated with additional crepe papers in the form of tassels, petals, or fringe.

Another very simply made hat is put together with two pieces of crepe paper cut in circular, square, or diamond



FEATHERS FOR THE INDIAN

A triangular piece of paper cut with one side long enough to go easily around the head makes an attractive



FLOWERS FOR THE MAYDAY

form. Two pieces of the same shape are sewed together with a running stitch of yarn about an inch in from the edges. The edges are fringed down to the running stitch. Then a slit is



A SQUARE HAT TO FIT A ROUND HEAD      THE CIRCULAR SHADE HAT

hat if used in this way. Make a narrow fold on one side and fasten around the head. Bring the point over the head and fasten it onto the joining. Decorate in any way desired.

Another hat made from a circular piece of tagboard, cut large enough for a shade hat, is a little more difficult to make because of an added crown. A piece of tissue paper is cut the same size as the circular piece of tagboard. A headsize hole is cut in the center of the

A sunbonnet is attractively made of crepe paper or of paper cambric. Cut an oval, measuring from ear to ear one way and from the nape of the neck to the desired front of the bonnet the other way. Face the front of the bonnet with a piece of tagboard pasted here. A running stitch of yarn sewed at the back edge, from one end of the tagboard to the other, draws up the bonnet at the nape of the neck. Ties are added. Decoration may make the tagboard attractive next to the face.

Spring-time, flower time  
Daffodils and daisies  
South winds blowing will the blossoms bring,  
Rope time—marble time,  
Time to go a may-ing,  
What's so pleasant as a day  
in spring.



# The Teachers' Laboratory

## The First Grade Broadcasts from Station BBR

As a language project, our first grade radio has proved highly successful. Its value lay not only in the educational outcomes in the phase of language but in the pleasure afforded the children. It created much group interest and individual competition. In its first perfected program, it proved a delightful entertainment for our first Mothers' Party.

The radio, itself, may be teacher-made or child-made. An oblong carton covered with black construction paper will serve as a body. That it is light in weight, enables the children to carry it about, and that the heavy batteries or cells are missing bothers them not at all. The loud speaker may be an eight-inch round box, covered on the circular sides with black paper and at the ends with white tissue decorated with strips of black paper. Spools, with pointed card board indicators, fastened on six-inch white construction paper-circles make up the dials and complete a very efficient radio.

After the radio is complete the next step is the program. Many suggestions were offered as Nursery Rhymes, stories, 'still' dramatization, poems, songs, reading stories etc. Each child was given an opportunity to express himself through one of these mediums. At once the matter of standards arose and the children decided on the following, to sing or speak that it may be heard from behind a screen, to sing or speak without stopping because of forgetting, the selection must be interesting and spoken or sung as the characters would have spoken or sung. No broadcasting was permitted unless it met the approval of the group. As

each child spoke or sang, constructive criticism was offered and perhaps he was given another or several trials. Finally a suitable program was built up and ready for broadcasting.

Next some of the personnel of the station was chosen. A good announcer was selected and practiced. An official trouble-man was chosen who very seriously adjusted the dials if the numbers did not come in clearly or readily. Then a name—because the children had been called Bluebirds, Blackbirds and Robins as a matter of ability grouping the station was called BBR.

At last we were ready for our formal opening and the mothers were invited to a Mothers' Party and to listen-in. This necessitated the writing of invitations and incidentally affording a good written language lesson. All but two of the mothers came. Every one was seated, the radio correctly placed, the screen put up and the dials were adjusted for tuning in.

The announcer began:

"Radio station BBR, Training School, Lewiston, Idaho, is now broadcasting. The first number is the story—"The Little Half Chick."

The program included:

Story—The Little Half Chick

Mother Goose Rhyme—Little Miss Muffet

Poem—Star Candles

Story—The Three Bears

Play—The Three Billy Goats Gruff

Mother Goose Rhyme—The Crooked Sixpence.

Song—The Wise Old Owl

Original Hallowe'en Story—Gail and the Jack o'Lantern.

"Station BBR Training School, Lewiston, Idaho, is now signing off at 2:55."

PAULINE G. STAATS.

## Conference Period in Kindergarten

### I. Subject of Conference—English

### II. Preliminary Steps.

#### A. Explanatory Notes

1. The teacher was new to the group having been in charge of the class for only a few months; the children of the group were young in years.

Upon coming to the class, the teacher discovered great spontaneity, intense interest in surroundings, and persistence in oral expression; but, the habits in English needed attention.

2. Upon entering school in the morning the children greet the teacher, remove their wraps, and are free then to employ themselves with various activities—some from personal choice, as looking at books or pictures, playing with toys, sliding on the sliding board, writing at the blackboard, etc.; others from previous assignment, as work of room committee such as dusting, arranging flowers, water-

ing plants, uncovering the flag, etc.; and still others work under direction.

At the signal from the piano, the children cease their activities.

#### B. Teacher's Plan

##### 1. Topic

Travel—Transportation

##### 2. Purpose

a. To base discussion on activities of interest to children.

b. To set up standards of English

Something to talk about

Use a complete sentence

Habits

Clear enunciation

Audible voice

Talk to the group

One speaks at a time

Keep to the subject

##### 3. Subject Matter

Free and spontaneous discussion of children's experiences

Ride on a train

### III. Stenographic Report.

*Teacher:* I have something to tell you.

The afternoon children have some



THE RESULTS OF CONFERENCE

work on this table and it will be in our way. I am going to stand over here today for our flag salute because we will have more room. George, will you bring my chair here? Let us see how very quietly we can bring our chairs together. I am afraid someone is forgetting. I hear some voices. I think we should fix our chairs a little better.

*Note:* Pictures had been placed on the ledge behind the group.

*Pupil:* This picture looks like Billy Virgin's house.

*Teacher:* What makes you think it looks like Billy Virgin's house?

*Pupil:* Because it has that pointed part.

*Billy:* It looks like my aunt's house.

*Teacher:* Have you ever seen Billy Virgin's house?

*Answer:* No.

*Teacher:* Down on Hermitage Avenue there is a bird house in a yard. Perhaps you were thinking of that house, were you?

*Answer:* Yes.

*Pupil:* In the night time around a park I saw bird houses that looked like real houses. They had electric lights.

*Pupil:* You know a little girl comes to this school and she has a bird house with real doors.

*Pupil:* I saw a bird carrying something in his mouth to make a nest.

*Teacher:* Could you see what it was?

*Answer:* Yes, Miss Granniss. It was like a little long stick.

*Billy:* Miss Granniss, I told you about the robin's nest in our house. The bird had four little baby robins and when they grew up, they flew away while their mother was away.

*Teacher:* Here is a picture of a robin.

*Pupil:* Down in the park where the monkeys are I saw a mother robin feeding a little baby robin. The mother put her bill down the baby's throat.

*Pupil:* A little bird fell down from a tree and was dead.

*Pupil:* You know near our house a bird fell down and a boy put it in the nest. Then it fell down over here and the boy put it in the nest.

*Pupil:* On Sunday Mamma and Daddy and I went up to the park.

*Teacher:* Did you see anything in the park?

*Pupil:* I saw some bears. I waited for the parade, but they didn't parade.

*Teacher:* They have a concert at the park Sunday afternoons.

*Pupil:* We had to come early to get seated for the parade.

*Teacher:* There is no parade. It is just a concert. Did you sit down and enjoy it.

*Pupil:* Yes, I was playing ball with my brother.

*Teacher:* Is your brother big enough to play ball?

*Answer:* Yes.

*Pupil:* You know a lady and a man usually come up on the stage and sing.

*Teacher:* Have you ever been up to see them?

*Pupil:* Yes, almost every Sunday.

*Teacher:* I would like to tell you about some things I saw on Saturday. I went out in an automobile and I saw a field just covered with daisies.

*Pupil:* We have some daisies home.

*Teacher:* The daisies have little white petals with yellow in the center. I was hoping that some of you might have been driving and that you would bring some daisies to school.

*Pupil:* This morning I forgot to pick some yellow flags.

*Pupil:* Do you know what my mother said? They were growing on the outside of the field and she said they had bugs on them.

*Teacher:* The bugs are very small and don't do any harm.

*Teacher:* We've talked a long time



this morning. Look at the clock. It is ten minutes past nine and we have a great deal to do. Some of you have looked at the pictures on the ledge. I placed those pictures there for you because you were so interested in building the train and playing in it yesterday.

*Note:* Ten children were interested in making a train.

*Pupil:* The little girl in that picture has on a brown coat and hat. She is with her mother, isn't she?

(Child gets picture and brings it to teacher)

*Teacher:* One day I was going to take a trip. In the station I saw a little girl just like the one in this picture. Her mother was going away with her and was buying the tickets. I think they must have been going away for a long time because they had so much baggage.

*Pupil:* Baggage goes on the baggage train.

*Teacher:* The train you made yesterday did not have any baggage car, did it?

*Teacher:* What do you think the mother was going to carry in this round box?

*Pupil:* A hat.

*Teacher:* The mother is well protected if it rains. She has an umbrella.

*Pupil:* Maybe they were going to Chicago.

*Teacher:* I bought my ticket and went down to the train and this man, called the porter, took my suitcase.

*Pupil:* There is the conductor.

*Teacher:* Do you know what a conductor does?

*John:* The conductor takes the ticket and punches it.

*Teacher:* What else does he sometimes do?

*Teacher:* Sometimes he gives you another little ticket so that he will know that he has taken your ticket. The conductor pulls a cord to tell the engineer when to go.

*Teacher:* Isn't this a big long train? (showing picture)

*Pupil:* It was a freight train.

*Teacher:* No, it wasn't a freight train. It was a passenger train. A train that people go on is a passenger train.

*Teacher:* Here is a picture of people sitting in the dining car. They are sitting near the window, so that they can see the country. They stayed on until it was dark. They were going to travel all night long. They had the porter make up the berth. The porter has a big curtain which he hangs across the berth. There are two berths—an upper berth and a lower berth.

*Pupil:* They can see through the curtains.

*Teacher:* No, the curtains are very thick and you can't see through them.

*Pupil:* The engineer gets tired.

*Teacher:* The engineer and the fireman get tired and after a while two more men come and take their places.

*Pupil:* There are some shoes.

*Teacher:* The people take off their shoes and put them out, then the porter comes. What do you suppose he does with them?

*Answer:* He puts a ticket in them.

*Teacher:* He probably puts a ticket in them to know where they belong, but what does he do to the shoes?

*Answer:* He shines them.

*Teacher:* One time when I went away I had to sleep on the train. My shoes were dusty and I put them out. The porter came along and took them, and the next morning the shoes were bright and shiny.

*Teacher:* The clock says its time for us to go to work.

*Teacher:* Alton, I'll have to write your name up with Maxwell's. Maxwell and Alton are the conductors.

*Teacher:* Alton, what is your work this morning?

*Alton:* I have to paste my hat.

*Teacher:* Madeline, what are you going to do this morning?

*Madeline:* I am going to paint my hat.

*Teacher:* What color are you going to paint your hat?

*Madeline:* Red.

*Teacher:* Yes, porters have red hats.

*Teacher:* Leonore, what are you going to do this morning?

*Leonore:* I am going to make my suit.

*Teacher:* Sammy, what is your work this morning?

*Sammy:* I am going to make my suitcase.

*Teacher:* Myron, what are you going to do this morning?

*Myron:* I don't know how to make my coat.

*Teacher:* Have you finished your hat?

*Myron:* Yes.

*Teacher:* Suppose you take a piece of paper and see if you can think how to make the coat, and if not I will help you.

*Teacher:* John, what is your work this morning?

*John:* I am going to paint.

*Teacher:* With the big brush on large paper?

*John:* Yes.

*Teacher:* What are you going to do, Gail?

*Gail:* I am going to make a wagon.

*Teacher:* Don't you think you would like to be a passenger on the train?

*Gail:* No.

*Teacher:* Carlman, what is your work this morning?

*Carlman:* I want to go get a book.

*Teacher:* What are you going to do this morning, Helen.

*Helen:* I am going to finish my suitcase.

*Teacher:* What are you going to do after it is finished?

*Helen:* I am going to put straps on it.

*Teacher:* What are you going to do this morning, Karl?

*Answer:* I am going to make my hat.

*Teacher:* Are you going to paint it?

*Answer:* Yes.

*Teacher:* Sarah Ann, what is your work this morning? Would you like to make a suitcase to carry on the train?

*Sarah Ann:* Yes.

*Teacher:* What is your work this morning, Lorraine?

*Lorraine:* I want to color stockings.

*Teacher:* What do you mean?

*Lorraine:* I want to make stockings.

*Teacher:* What are you going to make the stockings of?

*Lorraine:* Paper.

*Teacher:* What are you going to use them for?

*Lorraine:* For playing house.

*Teacher:* Are you going to use the paper doll that you had last week to put them on?

*Lorraine:* The paper doll is torn.

*Teacher:* You may have another paper doll. Are you going to make stockings for the paper doll?

*Lorraine:* Yes.

*Another child:* I am going to make my suit.

*Teacher:* Have you finished your hat?

*Answer:* Yes.

*Teacher:* Have you painted it?

*Answer:* No.

*Teacher:* Do you want to paint it this morning or work on your suit?

*Answer:* I want to paint it.

*Teacher:* What are you going to do this morning, Billy?

*Billy:* I am going to paint my hat.

*Teacher:* What color are you going to paint it?

*Billy:* I want to paint it red.

*Teacher:* What are you going to do this morning, Eugene?

*Answer:* I want to finish my hat.

*Teacher:* What are you on the train?

*Answer:* I am going to sell tickets.

*Teacher:* After you finish your hat, perhaps you can make the tickets.

*Teacher:* You all know exactly what

you are going to do. Let's get to work.

#### CONCLUSIONS BY THE TEACHER

At the close of the lesson I asked myself such questions as: Did I talk too much? Were the children kept to the subject? Did my questions require thought in answering? Were the standards which I had set up in my plan given due attention? Were the children conscious of these standards?

After reading the stenographic report I realized that I had supplied much of the information which the children should have given and had answered questions which they could have answered. I also realized that certain habits, which should have been formed by this time of the year, such as carrying chairs quietly to the group and answering in complete statements, had not yet been established.

HELEN GRANNIES.

### *On to Rochester*

#### Advance Notice of the Convention of the International Kindergarten Union

The thirty-sixth annual meeting of the International Kindergarten Union will be held in Rochester, New York, April 29 to May 3, 1929.

There will be full details of the program in the April issue of *CHILDHOOD EDUCATION*, but already we have the promise of some very notable speakers, and the warmest pledges of hospitality from a city noted for its hospitality to everything and everyone representing educational interests.

Expenses in Rochester will be minimized and accommodations will be made, as usual, by the railroads.

Recall last year's attendance, over two thousand, doubling the previous record. Shall we again double our numbers? Plan early, and make arrangements early, that our hostess committees may know something about the numbers who are coming.

Caroline W. Barbour

#### HOTELS IN ROCHESTER

Seneca Hotel, Clinton Avenue	Rooms \$4 and up
Hotel Rochester, Cor. Main Street & Plymouth Avenue	\$2 and up
Powers Hotel, Cor. Main Street & Fitzhugh	\$2.25 and up
The Osburn, South Avenue	\$3 and up
Hotel Hayward, Clinton Avenue	\$2 and up
Y. W. C. A., 190 Franklin Street	\$1 and up

#### LOCAL COMMITTEES FOR INTERNATIONAL KINDERGARTEN UNION CONVENTION

##### *Appointed by General Chairman—MABEL E. SIMPSON*

<i>Headquarters and Accommodations</i>	MISS B. D. VANINGEN, Chairman
<i>Places of Meeting</i>	MR. W. E. HAWLEY, Chairman
<i>Badges</i>	MISS D. SEYFRIED, Chairman
<i>Decorations</i>	MISS E. HUGHES, Chairman
<i>Transportation</i>	MR. T. A. ZORNOW, Chairman
<i>Music</i>	MRS. M. WONN, Chairman
<i>Press</i>	MRS. V. BREUCHEL, Chairman
<i>Credentials and Election</i>	MISS A. HEATH, Chairman
<i>Finance</i>	MISS L. TOWSLEY, Chairman
<i>School Exhibit</i>	MISS A. VYVERBERG, Chairman
<i>School Visiting</i>	MISS H. STILLMAN, Chairman
<i>Play Day</i>	MR. E. SMITH, Chairman
<i>Printing</i>	MR. ARTHUR ROGERS, Chairman

##### *Appointed by Social Activities Chairman—MARY JEAN MILLER*

<i>Symposium Dinner</i>	MISS A. HEATH, Chairman
<i>Delegates Day Luncheon</i>	MRS. E. EBERWEIN, Chairman
<i>Afternoon Teas</i>	MISS A. CHACE, Chairman
<i>Drive about the City and Teas</i>	MRS. V. BREUCKEL, Chairman



## The Schools of Rochester

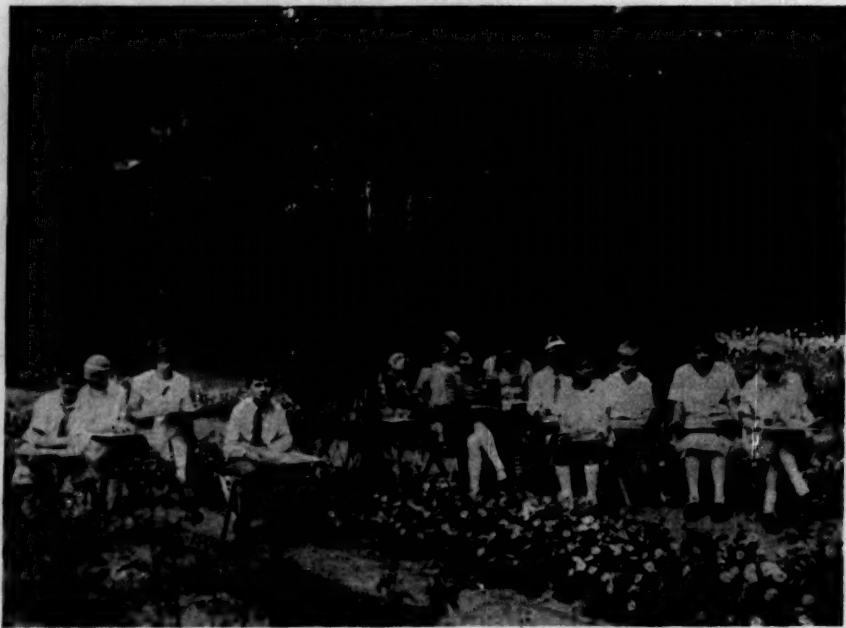
**T**HE founders of the City of Rochester were men and women of "intellect, character, and social standing" and public school education has been an important consideration for many years. A complete school visiting program is planned for those who attend the convention of the International Kindergarten Union.

For more than a decade there have been kindergartens in all elementary schools, where a child may enter at four years of age and continue through the elementary, Junior High, and Senior High Schools. The University of Rochester offers the usual four year college courses with complete education in

Medicine, Music, and Education. Other schools have complete education courses for the Ministry, Art, Business, Nursing, and Dental Hygienists.

The public schools have the interest and enthusiastic support of the community they serve because they represent a well articulated series of units of sufficient quantity and quality to meet, in the main, all general and specific needs.

Children of the elementary schools have many advantages besides instruction in the three R's. The Child Study Department assists principals, teachers, parents, and social workers, through personality studies of individual children,



OUTDOOR SKETCHING CLASS OF THE MEMORIAL ART GALLERY



THE HARLEY SCHOOL—COUNTRY DAY SCHOOL FOR BOYS AND GIRLS



JOHN WILLIAMS—ELEMENTARY GRADE SCHOOL

to adjust the school program to more nearly meet individual needs.

The Visiting Teacher searches out the environment of the problem child, aids the home and school in a better understanding of each other and in uniting efforts for better citizenship.

The School Nurse comes through the City Health Bureau to assist the school physician in promoting the health of the children and give them instruction in personal hygiene, care of teeth, etc.

are possible for all pupils. Piano and violin class lessons are planned and Parent-Teacher Associations have helped several schools in purchasing orchestral instruments to lend to pupils. Mr. Eastman's gift of more than five hundred instruments for Junior and Senior High Schools has resulted in several school orchestras and bands. Boys' and girls' glee clubs are organized for pupils with good singing voices.

More than fifty years ago, in response



GIRLS DORMITORY OF EASTMAN SCHOOL OF MUSIC

The Rochester Dental Dispensary founded by Mr. Eastman in 1915 makes possible the education of parents and children in methods and practice of preventive dentistry. Mothers may take babies to the Dispensary as soon as the first teeth appear and by follow up methods a child may continue as a patient until the age of sixteen. Rules of admission are based upon the income of the family.

Music appreciation and instruction

to the request of industrial interests, art appreciation and instruction were introduced into the schools. The methods in use in the kindergarten-primary grades are as informal as creative self expression can make practicable. The schools are fortunate in having the co-operation of The Memorial Art Gallery given by Mrs. Sibley Watson in 1913 in memory of her son. Story hours and classes in painting, drawing, and modeling for children from seven to



fourteen years are conducted in the Children's Museum and classrooms. A schedule for visiting classes in picture study in Geography, History, and Literature in the Little Theatre is arranged. Pupils from distant schools are taken in a bus provided by a group of generous friends.

Other groups and activities for which provision is made are: Nutrition, Health, Ungraded, Special, and Cripple Classes; Lip Reading, Speech defect, Hard-of-hearing and Sight Saving groups; After School Recreation Clubs, Open Air, Prevocational, Shop and Continuation Schools, Public Evening Schools, English and Citizenship Classes.

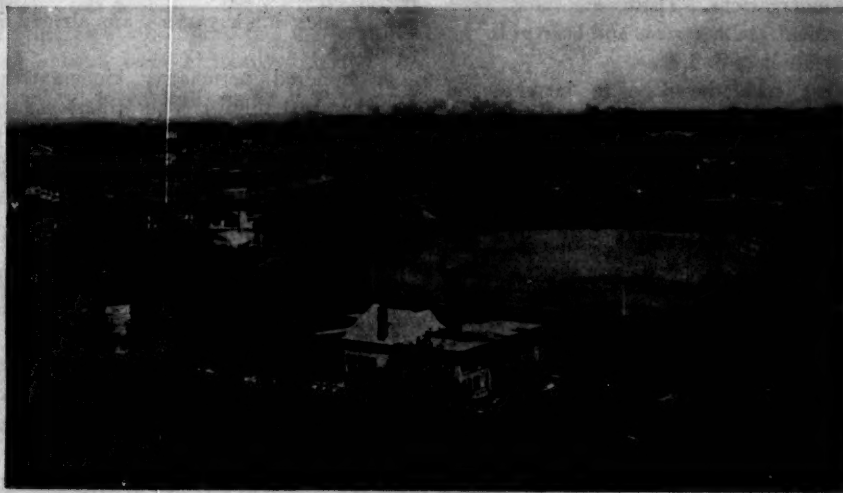
The City Normal School three-year courses prepare teachers for the city schools. In 1919 a kindergarten-primary course was instituted and a large

percentage of primary grades are now in charge of kindergarten-primary teachers. Graduates of the grade course may prepare for Junior High School service by attending summer school and extension classes which are a part of the carefully planned courses of the Extension Division of the University of Rochester.

A few private schools include settlement groups and nursery schools, some of which are in private homes, Girls' Day Schools and two Country Day Schools.

Large numbers of parents seeking homes are attracted to Rochester because of its many educational opportunities.

MARY JEAN MILLER,  
*Director Kindergarten-Primary  
Education, Rochester City  
Normal School.*



OPEN AIR SCHOOL—WIDE WATERS—CITY SKY LINE BEYOND

# The New and Notable

## The Fourth All Russian Preschool Convention

Preschool work in Russia is new. Preschool education was recognized as an institution of state importance only after the October Revolution. We have had only four Preschool Conventions. The fourth All Russian Preschool Convention was held in Moscow in December. The convention attracted 1200 members from all parts of the republic. The assembly consisted of kindergarten teachers, the representatives of different social institutions and industrial enterprises, and of some professors interested in preschool work.

The most important problem of the convention was the extension of the network of kindergartens. There are now 1829 permanent kindergartens and hearths in the whole Union of S. S. R.

What could be done to increase the number of kindergartens?

1. The participation of trade-unions and other unions in the maintenance of kindergartens must be increased. But the most destitute children among the population must be fed by the state. Even as matters stand at present in Moscow, the trade-unions contribute 75% of the expenses for taking kindergarten children out of town in summer. The Central Lodging Union proposes now to transform 228 summer playgrounds into permanent kindergartens.

2. Besides the organization of normal kindergartens, summer playgrounds, evening children's rooms, and primitive kindergartens with less satisfactory rooms, larger and better equipped groups should be organized. Such primitive kindergartens should be organized in the daytime in the numerous clubs which are to be found in the Republic.

3. Grade O (prefirst grade)<sup>1</sup> should be organized in schools in order to avoid children's having to remain for a second year in the first grade. We all know the difference which exists between *children who have had a year in kindergarten and those who have not*. Peasants' and workers' children especially are in need of such a grade. It is interesting to compare this new trend in Russian work with the research reports of Mr. Peters and Professor Root in the United States.

4. Private kindergartens should be given opportunity to increase in number but under the guidance of State-supervisors. Kindergartens of this type are beginning to exist in many Lodging Cooperations.

Kindergartens for National Minorities with training in their respective tongues are also of great importance. A certain number of such kindergartens are already in existence.

A hundred permanent kindergartens, four hundred primitive kindergartens, and five hundred summer playgrounds are to be organized in the Year 1929 in the cooperative socialistic rural economies—The Narkompros (People's Commissariat of Education) having decided on this measure.

Addresses which were read during the Convention treated organization's problems as well as educational ones: kindergarten curriculum, Grade O curriculum, work and play, language and literature in kindergartens, records, kindergartners' training, and nursery schools.

The Convention was visited by the People's Commissar of Education Mr. Lunacharsky and by Mrs. Krupsky who addressed the assembly.

The members had also the opportunity to visit a preschool exhibition.

VERA FEDIAEVSKY.

<sup>1</sup> Russian kindergartens are generally located separately from the school.

# Book Reviews

Editor, ALICE TEMPLE

*How to make simple melodies and simple musical instruments.* If you wish to be musically rejuvenated then by all means make a friend of the latest book—"Creative Music in the Home"<sup>1</sup> by the author of "Creative Music for Children." Music lovers, old and young and of all degrees of ability, will find help and inspiration from this book.

The teacher who has had musical training will find the book valuable because Mrs. Coleman has described musical experiences from a child's point of view. Many teachers in spite of their musical background need to view the field of music through the eyes of a child if they as teachers are to make music both interesting and educative.

The non-musical person may find himself through this book. Every one is interested in some aspect of music but many grown people have been musically blighted because of poor teaching in their youth. This book should help such people to regain their musical interests. Their re-approach to music should be through just such simple and fascinating experiences as we find described by Mrs. Coleman.

The children themselves will be able to use the book because of the many illustrations and simplicity of presentation. First Grade children have used with profit the chapters called An Indian Rain Dance and Music in Common Things. The older primary child and the child in the elementary school will be able to enjoy the book from the first to the last page.

Among the many topics discussed the following are of special interest,—how to create simple melodies and to write them by means of numbers; the making of simple musical instruments (the directions are ex-

tremely clear and definite); the development of musical instruments of today from their primitive ancestors. Some of the most interesting chapters are An Indian Rain Dance, Drums and How to Make Them, Rhythms for the Drum, Tuning Glasses and Bowls, Marimba Making and Playing, Bird Songs, Bells, Pan Pipes, and the Orchestra. The book is characterized by simplicity of style, a wealth of illustrations, large and small, and the relating of interesting stories and legends concerning the various instruments described.

Mrs. Coleman has indeed made another most valuable contribution to the field of music education in this book. It should occupy a place in every home, school, and public library for its influence will be felt wherever it is used.

ALICE G. THORN,  
*Teachers College, Columbia University.*

*A new series of nature readers.* To the much needed and the constantly increasing supply of factual reading material for children of primary school age, there has recently been added a valuable series of nature readers.<sup>2</sup> These three books will be welcomed by teachers of primary nature study and of primary reading for the content is worth while, accurate, adapted to children of this age, and told in an interesting style. The books contain related stories and poems which are designed to stimulate observation as well as to increase knowledge and to develop appreciation. The form of the book is also attractive. The stories are long enough to permit the authors to

<sup>1</sup> Eleanor Troxell and Fannie Wyche Dunn. *Baby Animals.* Fannie Wyche Dunn and Eleanor Troxell. *By the Roadside.* Fannie Wyche Dunn and Eleanor Troxell. *In Field and Forest.* Evanston, Illinois: Row, Peterson and Company, 1928.

<sup>2</sup> Statis N. Coleman. *Creative Music in the Home.* Valparaiso, Indiana: Lewis E. Myers and Company, 1928. Pp. 399.



give a good deal of information about the various subjects, but short enough to hold the little reader's attention. The few poems in each of the books are short and well chosen. The pictures are realistic and pleasingly colored.

The first book which is about animals, is for children who are at the end of the first grade, or for second grade children. The stories tell just the things that little children are interested in knowing about little animals: what their homes are like, what they eat, how they play, and how they learn to adapt themselves to their environment.

The second and the third books are for second and third grade children. They have in them stories about birds, animals, insects, and plants. Some of the titles of these stories challenge the attention of grown-ups as well as of children. Who would not like to find out: what "An Upside-Down Bird" is; what "The Tent-makers" and the "Water Babies" are; who lives in "A Castle Under the Ground;" what is the meaning of "Sleeping Long and Waking Beautiful;" and what is "The Smallest Bird in the World"?

These books might well be used as reference material by the children of any primary grade when a unit on bird or on animal study is in progress in their nature study.

The authors have surely accomplished their purpose, to provide children, when they begin to read for themselves, "with bread and not stones or chaff."

ADA POLKINGHORNE,  
University Elementary School, The  
University of Chicago.

*Some unusual reading materials for beginners.* In response to a need growing out of their own experience in the kindergarten-primary field two teachers have produced a series of four very attractive little books,<sup>3</sup> for children. The editors of the series,

<sup>3</sup>Helen S. Reed and Eleanor Lee. *Social Science Readers: An Engine's Story, An Airplane Ride, A Story about Boats, Grandfather's Farm.* New York, Charles Scribner's Sons, 1928.

Mary M. Reed and Patty S. Hill, say in their foreword, "The content is not only accurate in its information but is delightful in its literary form. The illustrations are not only enlightening in giving true content but also meet desired art standards." Sixteen of the pages of each book contain from two to ten sentences of reading matter. Opposite each series of sentences is a full page illustration. "An Engine's Story" for example, begins thus:

"Ding-a-dong ding.  
Ding-a-dong ding.  
I am a great big engine.  
I have six driving wheels.  
I can pull ten cars."

On the opposite page the big engine itself is shown, puffing smoke and emitting steam. The last page of this volume reads as follows:

"Sometimes Jim plays train.  
He calls Betty.  
He calls Jack and Bill.  
He calls Jane and Mary.  
They put chairs in a row.  
Betty and Jane and Mary are passengers.  
Jim is the engineer.  
Jack is the conductor.  
He takes the tickets.  
He says, 'All aboard.'"

In the accompanying illustration we see the six children playing train, utilizing chairs, etc. as children commonly do. In similar fashion, each of the other stories ends with an illustrated account of children engaging in some activity suggested by the story, constructing objects in two cases, writing a letter about the visit to the farm in the third.

The volumes are 6½ by 7½ inches in size and each one is bound in a different gay color, chosen with reference to the content, perhaps; red for the engine story, blue for the boats, green for the farm, and orange for the airplane. Each has an appropriate cover illustration. The series as a whole will be a very valuable addition to the reading tables of both kindergarten and first grade rooms.

ALICE TEMPLE,  
The University of Chicago.

# In the Magazines

Editor, ELLA RUTH BOYCE

The JOURNAL OF EDUCATIONAL RESEARCH for December has an article on *The Performance of Preschool Children of Different Social Groups on the Kuhlman-Binet Tests* by Florence L. Goodenough and Gertrude Shapiro. With the statement that "the results of many separate investigations have shown that individuals coming from the upper social or industrial classes greatly exceed those coming from the lower classes in average performance on practically any of the recognized tests of intellectual capacity" an account is given of a recent study made by these writers which shows "that intellectual differences between social classes appear to be as well defined among children of the preschool age as among older children or adults." Three hundred and eighty children were studied from eighteen to fifty-four months of age, the Kuhlman revision of the Binet tests being used. They were classified according to the occupational class of their parents, ranging through six groups from the professional, as highest group, to the unskilled laborers, as lowest. The results showed very decidedly "Whatever may be the factors underlying the relationship between social class and intelligence test score, they appear to be as effective during very early childhood as in later life." The details of the study are very interesting though too elaborate for repetition here, but several of its phases may be noted. To "compare developmental patterns rather than developmental rates or levels, the children were classified according to mental rather than chronological age." The tests were also divided into four groups according to the divisions by Dr. Gesell—as follows "tests of motor development, tests of acquired information, tests of language de-

velopment, and tests of adaptive behavior." The results were studied to show the deviations in the groups under each of these headings. The general conclusion of the article is "It is highly probable that the application of a more adequate sampling of carefully classified tests to groups of young children selected according to various types of contrasted factors such as sex, social status, size of family, presence or absence of playmates of similar age, rural or city residence, etc., would contribute much to our understanding of the nature and origin of individual variations in mentality."

In EDUCATIONAL ADMINISTRATION AND SUPERVISION for December, James H. Zant of the Southeastern State Teachers College in Durant, Oklahoma, has an article entitled *Predicting Success in Practice Teaching*. He presents a problem, shows how it was studied in his college and gives his conclusions. The problem is as follows "To find what degree of success we may expect of a teacher college student doing practice teaching, having given his degree of success in certain other subjects in the teacher-training curriculum." A total of 200 cases was studied, selected from five different classes. A statement is made, defining what shall be regarded as success in practice teaching under four heads as follows: "(1) the ability to cooperate with the critic teacher in planning and presenting a lesson, (2) the ability to gain and hold the respect of the children taught, (3) the ability to set up definite objectives for the group, (4) the ability to keep the children interested in the materials or activities leading to the desired objectives." Educational psychology and courses in methods are chosen as the two

studies with which to make the comparison since they are the courses which especially differentiate teachers colleges from liberal arts colleges, and a full explanation is made of the methods of comparison. The final conclusion is "Something other than psychology and methods, as taught to these students, causes the variance in grades made by student teachers. One would suspect that if there is one factor that causes most of variance, it is intelligence." It seems unfortunate that no intelligence scores were available for the students thus studied. The study is suggestive but raises many more problems than it answers.

In the PENNSYLVANIA SCHOOL JOURNAL for January, the official organ of the state education association, is published a platform containing eleven articles of educational belief as adopted by the Executive Council of the organization. Number XI is "We urge that kindergartens be provided for the little children of preschool age wherever there are sufficient pupils to warrant this service." The December number of the same journal has an article, as one of a series written by Helen Purcell, state director of Elementary and Kindergarten Education, on *The Kindergarten as a Practical Need*. It presents the kindergarten as a place where "foundations for a favorable start in the first grade are laid and the importance of early health care is appreciated." Concerning kindergarten extension in the state it says "The kindergarten situation in the state will improve only as public appreciation of the kindergarten increases; as our people more generally conceive of kindergarten education as a practical need that must be met. This implies a campaign of education. In such a campaign teachers, supervisors, and superintendents necessarily must take a leading part."

In EDUCATIONAL METHOD for December, Garry C. Myers, head of the division of Parental Education, Cleveland College, Western Reserve University, gives some

valuable suggestions to the schools, writing under the title *Are We Building or Destroying Personality?* After giving several illustrations of the ways fear and a sense of inferiority are developed in the home he dwells at some length on one of the incidents of school life which has always seemed to this reviewer particularly pernicious from any point of view, that is the wildly waving hands of children for permission to speak. His discussion is as follows: "Now let us inquire into the contribution of the school to feelings of inferiority, to personality fears. . . . About the first day in school the child discovers how to hold up and wave his hand to get attention. He, like his comrades, then begins a practice which will prove a common torture through his whole school life." The teacher feels driven and shows it by her manner, if not her words, and the child must speak very promptly. Others are eager to speak. "They wave their hands almost as soon as the questioned pupil arises. Their motive can not be help. There's nothing altruistic in their urge. It is wholly selfish." Of its effect upon the child who is trying to recite, Dr. Myers says "But how can he think amidst such annoyances? How can he feel comfortable then? How can he forget himself and keep his mind upon what he is supposed to do? How can he learn under these conditions, freely to express himself?"

Another thing which happens often in the school and which is very harmful to the development of personality, is ridicule. Of this he says, "If the teacher wishes to do most to promote the learning and the personality of the child, she, as a rule, will not ask him to answer orally a question which she knows he can not answer. Shame and ridicule are dangerous tools of discipline. They almost never motivate to greater effort. Instead they tend to destroy learning morale and to impair the pupil's personality."

Of a third harm that is done children in the schools he has this to say, "One of the devil's own devices for destroying personality in children is a practice which seems



widely to prevail in the elementary school." This is the plan of having a presentation of facts by a child criticized by the class, "like hungry vultures" it seems to him.

Next he presents some of the ways in which the schools are trying to build up personality and gives some suggestions. The first one is to cultivate home-school relationships and he feels that in the kindergarten and lower grades the teacher has special opportunities to do this. There should be few interruptions to the teacher in her class room and her curriculum should be simplified. Dr. Myers feels that those in authority should remove strain by removing "the pressure from outside that she must race her pupils." He says, "There is no use telling children not to raise their hands, until the situation stimulating such

a habit has been corrected." He also feels it is important not to interrupt a pupil who is reciting but to correct him quietly and carefully after he has finished. "Reduce the waste in oral recitation. Provide more supplementary material." And his final conclusion is "it takes time to be human. Heartstrings can not stand the strain of a stop watch. The child is more than a machine. Let us quit destroying the best in him. Let us strive, instead, to build in him a comfortable, happy personality." It is traditional to think of childhood as a happy time, but if we really look at children we realize that this is a mistaken belief. Dr. Myer's article is full of illustrations serving to make clear the points as briefly reviewed here, and is strongly recommended to all those who deal with children.



## Who's Who In Childhood Education

During **Caroline W. Barbour's** administration the International Kindergarten Union experienced its record-breaking Grand Rapids Convention. Under Miss Barbour's leadership a similar success is assured at Rochester April twenty-ninth to May second.

**Louis Hayden Meek**, educational secretary of the American Association of University Women, is one of the foremost leaders in the advancement of nursery school and parental education. Dr. Meek was chairman of the Committee publishing the 28th yearbook of the National Society for the Study of Education on Preschool and Parental Education.

**Anne Whitney** is Acting Director, Division of Health Education, American Child Health Association. Miss Whitney serves on the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

**Anna E. Richardson's** work in Child Development and Parental Education for the American Home Economics Association shows the coöperative interest of her Association.

**Mary Dabney Davis** as Nursery-Kindergarten-Primary Specialist in the Bureau of Education keeps in touch with the contributions being made by organizations interested in the education of young children from different points of view and distributes such information.

**Ruth Van Deman**, associate specialist in charge of information for the Bureau of Home Economics, has effectively brought before the public the results of many vital research studies.

**H. S. Cumming**, Surgeon General of the Bureau of the Public Health Service, has

shown particular interest in the problems of child health.

**Sidonie Matsner Gruenberg**, director of the Child Study Association and Consultant in Parental Education at Teachers College, Columbia University, is author of *Your Child Today and Tomorrow*.

**Grace Abbott** as Chief of the Children's Bureau, interprets the work of her Bureau for "the welfare of children" to include active interest in the education of children.

**Charles F. Powlison**, general secretary National Child Welfare Association, was the originator and organizer of the first Child Welfare Exhibit.

**Joy Elmer Morgan** is nationally known as Editor of the Journal of the National Education Association and as an outstanding speaker on convention programs.

**Rose H. Alschuler**, member of the National Committee on Nursery Schools, was author of *A New Nursery School Set-Up* in the February issue.

**J. Milnor Dorey**, the new Executive Secretary of the Progressive Education Association, was formerly connected with the Scarborough School.

**Charles H. Williams**, secretary of the World Federation of Education Associations, is also Director of University Extension, Columbia, Missouri.

**Vera Fediaevsky**, the Russian educator, attended our New Haven convention and carried home to Russia a wide knowledge of American Education practices.

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